DOCUMENT RESUME

ED 359 396 CE 064 042

TITLE	Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accrediting Commission of the American Culinary Federation Educational Institute.
INSTITUTION	Schenectady County Community Coll., Schenectady, N.Y.
PUB DATE	Feb 93
NOTE	118p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Associate Degrees; College Programs; *Cooking Instruction; Educational Needs; *Foods Instruction; Hospitality Occupations; *Institutional Evaluation; Program Effectiveness; Program Evaluation; Program Improvement; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS	*Schenectady County Community College NY

ABSTRACT

This report is the self-study of the Associate in Occupational Studies (AOS) in Culinary Arts program offered by the Hotel, Culinary Arts, and Tourism Department at Schenectady County Community College (New York). The self-study was conducted to support the department's application for initial accreditation of the Culinary Arts program with the Standards Accrediting Commission of the American Culinary Federation Educational Institute (ACFEI). As suggested by the ACFEI, the format of this report is organized around the following seven sections of the commission's accrediting standards: philosophy and goals, organization and administration, faculty and staff, curriculum, facilities, student services, and summary. Three appendixes contain the department chairperson's letter to prospective students, an explanation of the work experience requirement, and an equipment inventory. Some of the identified strengths of the program are the following: (1) the program is offered by a stable institution and is accomplishing its mission; (2) the college is housed in a former hotel; and (3) the curriculum is based on practical and useful elements. Weaknesses are as follows: (1) lack of course work in sanitation and bar management; (2) ineffectiveness of the career placement office in helping graduates to get started in their careers; (3) lack of racial minority groups in the program; (4) dependence on many part-time faculty members; and (5) no elective courses. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359396

SCHENECTADY COUNTY COMMUNITY COLLEGE

SCHENECTADY COUNTY COMMUNITY COLLEGE
Hotel, Culinary Arts and Tourism Department
78 Washington Avenue
Schenectady, NY 12305
(518)346-6211 Fax 346-0379

SELF-STUDY REPORT

PRESENTED TO
THE ACCREDITING COMMISSION

of the

AMERICAN CULINARY FEDERATION
EDUCATIONAL INSTITUTE
February 1993

Program Name

ASSOCIATE IN OCCUPATIONAL STUDIES
CULINARY ARTS

CE064042

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E M Crawford
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PROGRAM DATA

ASSOCIATE IN OCCUPATIONAL STUDIES
CULINARY ARTS

Program Coordinator.	Anthony Strianese
Date Program was First Offered . .	Fall 1980
Current Number of Students	Full-time 183 Part-time 55
Definition of Full Time.	12 or more credits
Definition of Part Time.	Less than 12 credits
Number of Faculty.	Full-time 11 Part-time 10
Length of Program.	Four semesters
Contact Hours of Program	1,275
Total Hours Required of Program. .	66

Enrollment Statistics.	1991	1992
*Graduates	28	39
*Completers	28	39

* "Completers" and "graduates" are assumed to be synonymous terms.

ACFEI ACCREDITATION SELF STUDY COMMITTEE

Dr. Ervine M. Crawford, Professor
John Gepfert, Technical Specialist

TABLE OF CONTENTS

	Page
Program Data	i
ACFEI Accreditation Self Study Committee	ii
List of Tables	vi
List of Figures	vii
List of Exhibits	viii
INTRODUCTION	1
Statement of the Purpose	1
Organization of the Report	2
SECTION A	
PHILOSOPHY AND GOALS	3
Philosophy and Goals of and for the Culinary Arts Program	3
Organizational Factors Affecting the Culinary Arts Program	4
Addressing the Needs and Interest of Students	11
Selected Trends in Society Affecting Higher Education and the Food Service Profession	12
Goals and Objectives Made Evident to Students	16
SECTION B	
ORGANIZATION AND ADMINISTRATION	17
Description of the Institution	17
Institutional Mission	18
Other Hospitality Programs	20
Administrative and Teaching Responsibilities of the Program Coordinator	22
Qualifications of the Department Chair	24
Frequency of Advisory Committee Meetings	25
Functions and Responsibilities of the Advisory Committee	25
Selected Suggestions of the Advisory Committee	26
Funding for the Culinary Arts Program	27
Faculty Assessment	31
Curriculum Assessment	32
Program Effectiveness	33
Graduate Surveys	33
Employer Surveys	36
Job Placement Surveys	37
Major Strengths and Weaknesses	37
Plans to Utilize Results of Self Study	38

SECTION C

FACULTY AND STAFF. 39
Faculty Backgrounds 39
Faculty Development 40
Faculty Participation in Policy Formation 42
Adjunct Faculty 43
Secretarial and Support Services. 44
Major Strengths and Weaknesses. 45
Plans to Utilize Results of Self Study. 46

SECTION D

CURRICULUM 47
How does the Culinary Arts Program Fulfill its Stated Objectives? 47
How does the Culinary Arts Curriculum Integrate the Code of Ethics of a National Professional Association?. 48
Professional Opportunities for Culinary Arts Students. 49
Communication. Problem Solving, Leadership, and the Ability to interact With Individuals from Varying Backgrounds in the Culinary Arts Curriculum. 50
Rationale for the Organization and Sequencing of Culinary Arts Curriculum 50
Comparison of Culinary Arts Curriculum with ACFEI's Required Competencies. 56
General Requirements of the Culinary Arts Program . 57
Specific Requirements for Graduation. 57
Comparison of Requirements with State Education Department Regulations 58
Correlation of Theory and Practice in Lab Courses . 58
Addressing Individual Differences of Students . . . 59
Instructional Techniques Used in the Culinary Arts Program 60
Use of Audio-Visuals. 61
Opportunities for Students to Practice at the Professional Level 62
Major Strengths and Weaknesses. 63
Plans to Utilize Results of Self Study. 65

SECTION E

FACILITIES 66
Equipment and Facilities. 66
Classroom Space 66
Resources 66
Library and Media Materials 68
Faculty Offices 69

Maintenance and Replacement of Equipment. 70
Use of Material Safety Data Sheets. 71
Major Strengths and Weaknesses. 72
Plans to Utilize Results of Self Study. 72

SECTION F

STUDENT SERVICES 73
Admissions Criteria 73
Accepting Transfer Credit 73
Policy Regarding Advance Standing and Credit by Exam. 75
Attrition and Retention of Students 76
Publications Used in the Program. 79
Student Participation in Curriculum Review. 79
Grading Procedures in Lecture and Lab Courses . . . 79
Resolving Student Grievances. 82
Opportunities for Professional Interaction. 82
Off-Campus Supervision of Students. 83
Counseling and Health Services. 84
Scholarships. 84
Major Strengths and Weaknesses. 85
Plans to Utilize Results of Self Study. 86

SECTION G

SUMMARY. 87
Summary of Strengths and Weaknesses of Culinary Arts Program. 87
Plans to Utilize Results of Self Study. 90
Process of Preparing the Self Study 91
Preparation of the Self Study Report. 92
Who Compiled the Document Report. 93
Review of the Self Study Prior to Submission. . . . 93
Meaning of ACFEI Accreditation to Culinary Arts Program 93

APPENDICES

A. Department Chair's Letter to Prospective Students. 95
B. Work Experience Requirement. 96
C. Equipment Inventory. 99

LIST OF TABLES

Table		Page
1.	Fall 1992 Instructional Budget Per Section for Culinary Arts Lab Courses	30
2.	Percent of Graduates Employed Full-and Part-Time	35
3.	Curriculum Components of the AOS Degree in Culinary Arts	52
4.	AOS Degree in Culinary Arts: Curriculum Content Areas	54
5.	Seating Capacity of Classrooms	67
6.	Graduation and Retention Ratios of AOS Degree in Culinary Arts 1987 to 1991. . .	77

LIST OF FIGURES

Figure		Page
1.	Organizational Chart 1992-1993 for Schenectady County Community College	5
2.	Division of Academic Affairs	8
3.	Organizational Chart for the Hotel, Culinary Arts and Tourism Department	10
4.	Division of Student Services	74

LIST OF EXHIBITS

Number	Title of Document
1.	College Catalog with Supplement, 1991-1993
2.	SCCC Self Study Submitted to New York State Education Department
3.	Faculty Data Sheets
4.	Roster of Advisory Committee
5.	SCCC 91-91 Annual Report
*6.	Graduate Follow-up Study, Class of 1991
*7.	David Brough. "An Evaluation of the Culinary Arts Curriculum at SCCC"
8.	Faculty Teaching Schedules Spring 1993
*9.	Faculty Manual, Advisement Manual, Academic Code, and Faculty By-Laws
10.	SCCC Affirmative Action Plan
11.	Walt Disney World College Program
12.	Documents D and E, Required Knowledge and Competencies
13.	AOS in Culinary Arts Curriculum Worksheet
14.	SCCC Media Software: Selections for Hotel Tech, Culinary Arts, & Tourism
15.	Lab Sanitation Procedures
16	President's Monthly Report, November 1992
*17.	Syllabi of Culinary Arts Courses
18.	Policy and Procedures for Resolving Complaints of Sexual Harassment
*19.	List of Ten Graduates with Letters of Reference
20.	Brochures used to advertise Culinary Arts Program

* These documents will be made available to the visiting team during the on-campus visit.

INTRODUCTION

The Hotel, Culinary Arts and Tourism Department at Schenectady County Community College (SCCC) has experienced an orderly growth from its infancy of 28 students when the college opened in the former Van Curler Hotel in 1968 to an enrollment of approximately 183 full-time, and 55 part-time students in the current semester (Spring 1993). The department's original curriculum was limited to an Associate in Applied Science degree in Hotel Technology. Introduced in 1972, the department's Assistant Chef program was the first certificate array at the college. The department led the way again in 1980 when it introduced the Associate in Occupational Studies (AOS) in Culinary Arts--the College's first AOS degree.

Statement of the Purpose

The purpose of this report is to present the results of a self-study of the AOS in Culinary Arts program offered by the Hotel, Culinary Arts and Tourism Department at SCCC. The self study was conducted in support of the department's application for initial accreditation of the Culinary Arts program with the Standards Accrediting Commission of the American Culinary Federation Educational Institute (ACFEI). The report provides evidence that the program fulfills the Commission's criteria for accreditation.

Organization of the Report

The format of this report is that suggested by the ACFEI Commission. It is organized around the seven sections of the Commission's accrediting standards:

A. Philosophy and goals

B. Organization and administration

C. Faculty and staff

D. Curriculum

E. Facilities

F. Student services

G. Summary

Each of the Commission's evaluative criteria for accreditation is separately treated as sub-sections under these seven sections. Throughout the text of the report, evaluative criteria are restated in bold print and are followed by appropriate responses. Exhibits supporting the report are submitted separately.

SECTION A

PHILOSOPHY AND GOALS

1. What are the philosophy and goals of and for the program? Include in your answer the following:

A. Institutional organizational factors affecting the program

B. Needs and interests of the students

C. Trends in society affecting higher education and the food service profession

Philosophy and Goals of and for the Culinary Arts Program

The AOS in Culinary Arts is firmly rooted in SCCC's educational mission. Philosophically, SCCC is committed to extending educational opportunities at the post high school level by providing low cost, high quality, education that calls for a joint commitment between students and the institution.

The Culinary Arts program is based on the belief that career preparation is vitally important to every individual in his/her choice of life style and his/her economic security. The primary objective of the program is to provide education for all persons for the purpose of expanding their knowledge and skills of the food service industry. The ultimate goal is to enable graduates of the program to obtain, retain, and advance in employment in the food service industry in accordance with their desires, needs, skills and abilities.

Organizational Factors Affecting the Culinary Arts Program

SCCC utilizes a participatory system of governance which allows for maximum utilization of the rich human resources of the college. This system provides for significant opportunities for individuals to influence the destiny of the institution. To furnish a basis for understanding the organizational influences affecting the Culinary Arts program, a brief discussion of the governing structure at SCCC follows.

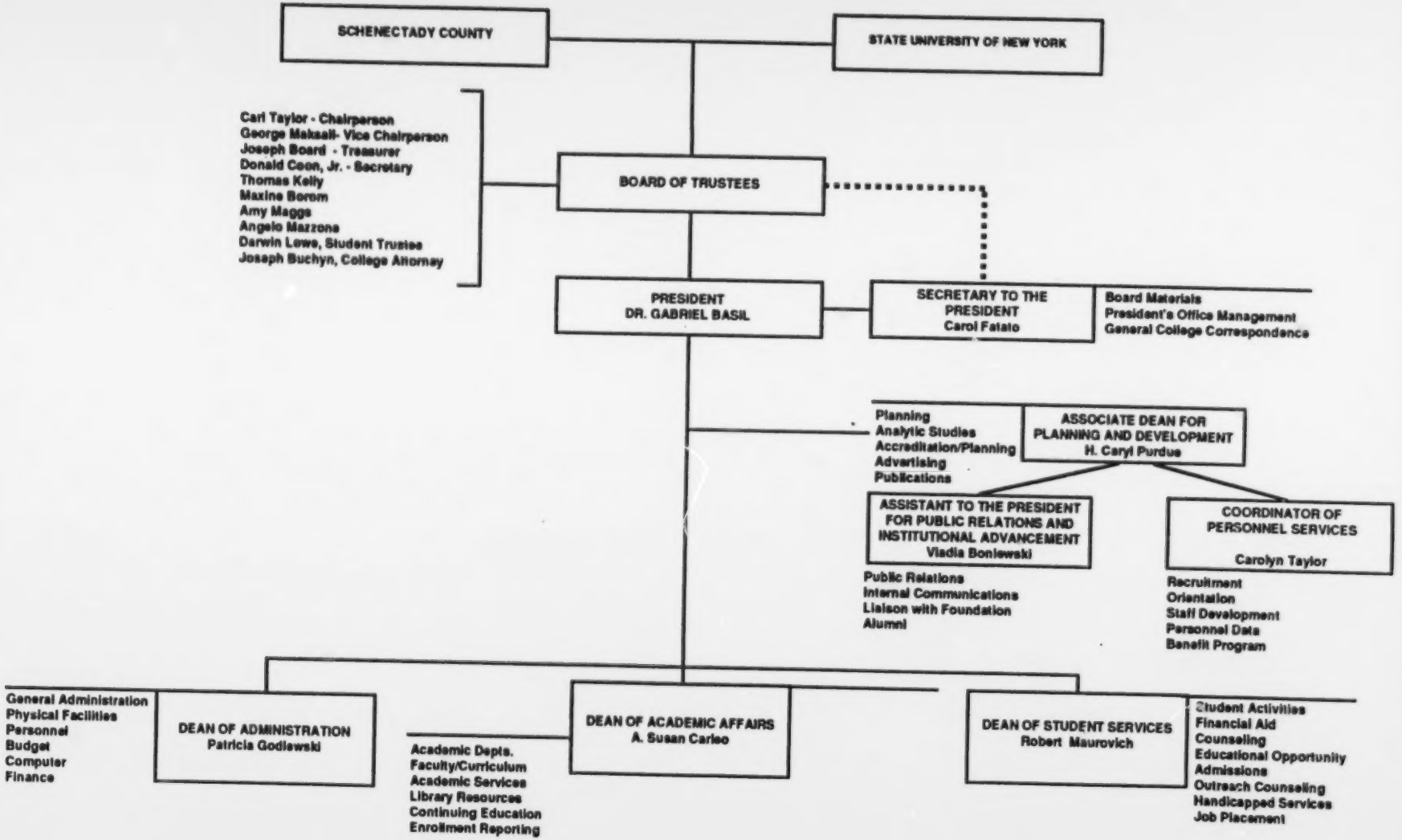
Board of Trustees

SCCC is governed by a Board of Trustees which consists of ten members (See Figure I). The board is the policy-making body of the college. Nine of the trustees are appointed members. Five are appointed by the county Legislature, and four by the governor. All nine appointed members serve a nine-year term unless they are filling an unexpired term, and all may be re-appointed at the end of their terms. The tenth member is elected annually from the student body and serves a one-year term.

The Board prescribes rules or policies regarding the effective management of the college. These policies guide the president who as chief executive officer of the college is responsible for establishing the regulations and procedures to carry out such policies.

FIGURE 1

ORGANIZATIONAL CHART 1992-1993 FOR SCHENECTADY COUNTY COMMUNITY COLLEGE



Administration

The ability of a college to effectively organize and utilize its resources rests heavily on its administrative structure. The administrative structure of SCCC consists of the President, a Vice President, and three Deans: Academic Affairs, Administration, and Student Affairs. The position of Vice President is structured so that it is not tied to a specific area of the college, but rather operates as a separate level of responsibility which encompasses campus-wide responsibilities. The Vice President assumes the role of President in his/her absence.

The administrative structure of a President and three Deans provides for four basic divisions within the college: Executive, Academic, Administrative, and Student Services. A brief description of the structure of each division follows.

Executive

The executive area encompasses the President's Office, the Secretary of the Board of Trustees (who serves as the President's Assistant), and the Office of Planning and Development.

The President is the chief executive officer of the college and is directly responsible to the Board of Trustees for the educational leadership and efficient management of the college's human, physical and fiscal resources.

Academic

The Academic Division (See Figure 2) is responsible for the delivery of the academic programs and services to the college. Appropriately, it is the largest division in terms of personnel and resources. It includes the academic departments and the areas of Continuing Education, Library Resources Center, and Academic Services.

The department structure within the Academic Division includes seven academic departments with chairpersons:

Hotel, Culinary Arts and Tourism
Business and Law
Physical Science and Technology
Humanities and Social Sciences
Music
Developmental Studies
Mathematical and Natural Sciences

The seven Department Chairpersons, along with the Assistant Dean and the Coordinators and Directors of the three areas, form the Dean's Council which meets weekly to discuss division issues and business.

Administrative

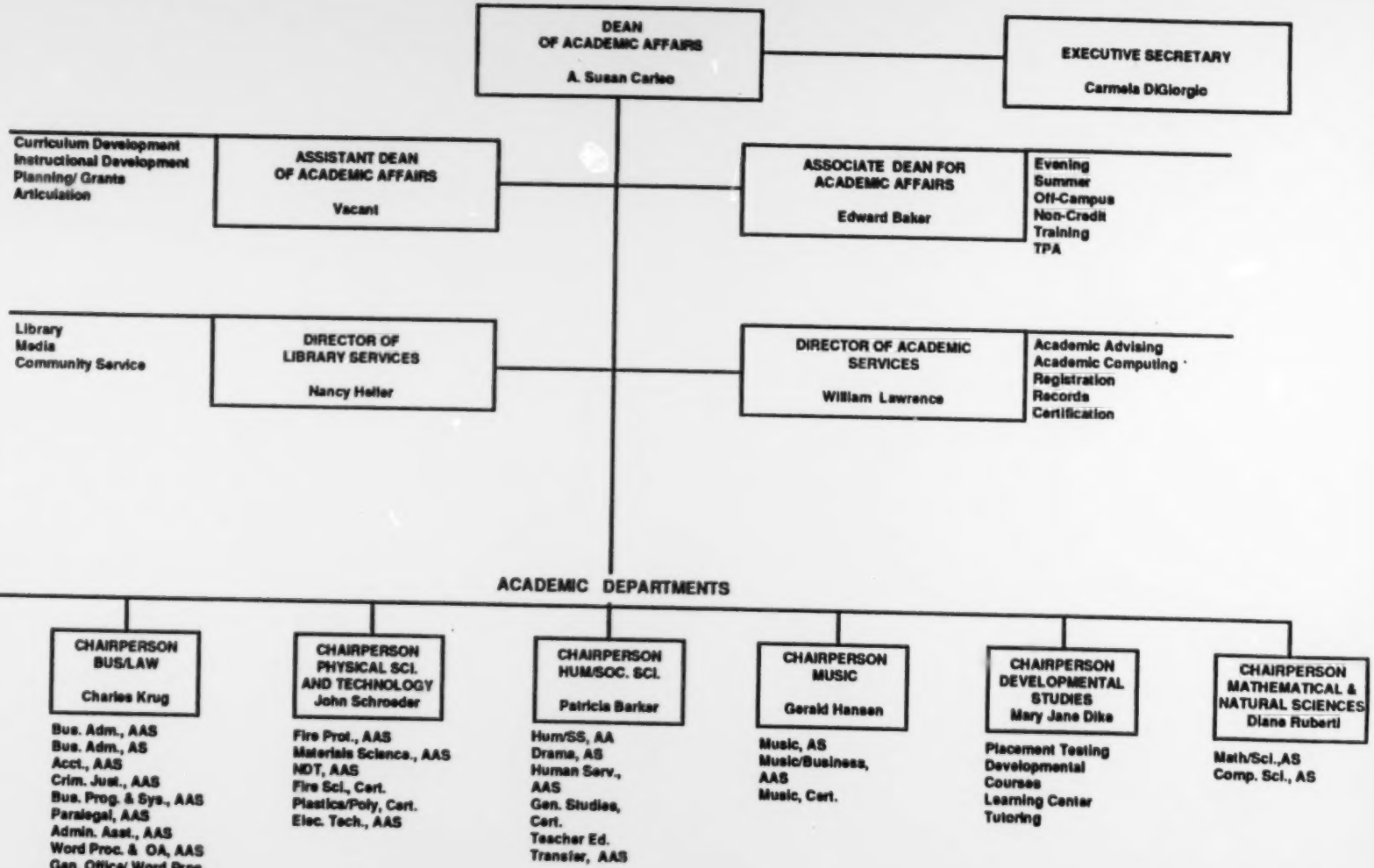
The Administrative Division encompasses the functions and the maintenance of facilities. In addition, general administrative functions, maintenance of physical facilities, personnel, budget and finance, and administrative computing functions reside within this division.

Student Services

The mission of the Student Services Division is to

FIGURE 2

DIVISION OF ACADEMIC AFFAIRS



provide the support services to students which enable them to be successful in college. This division is organized to ensure maximum accessibility to the college through special services, activities, and financial services.

The Hotel, Culinary Arts and Tourism Department

The Hotel, Culinary Arts and Tourism Department is headed by a chairperson who reports to the Dean of Academic Affairs (See Figure 3). Department faculty reporting to the Chair consists of two Professors, two Associate Professors, three Assistant Professors, an Instructor, two Technical Specialists, a Senior Technical Assistant who supervises three Student Lab Assistants, and ten Adjunct Faculty.

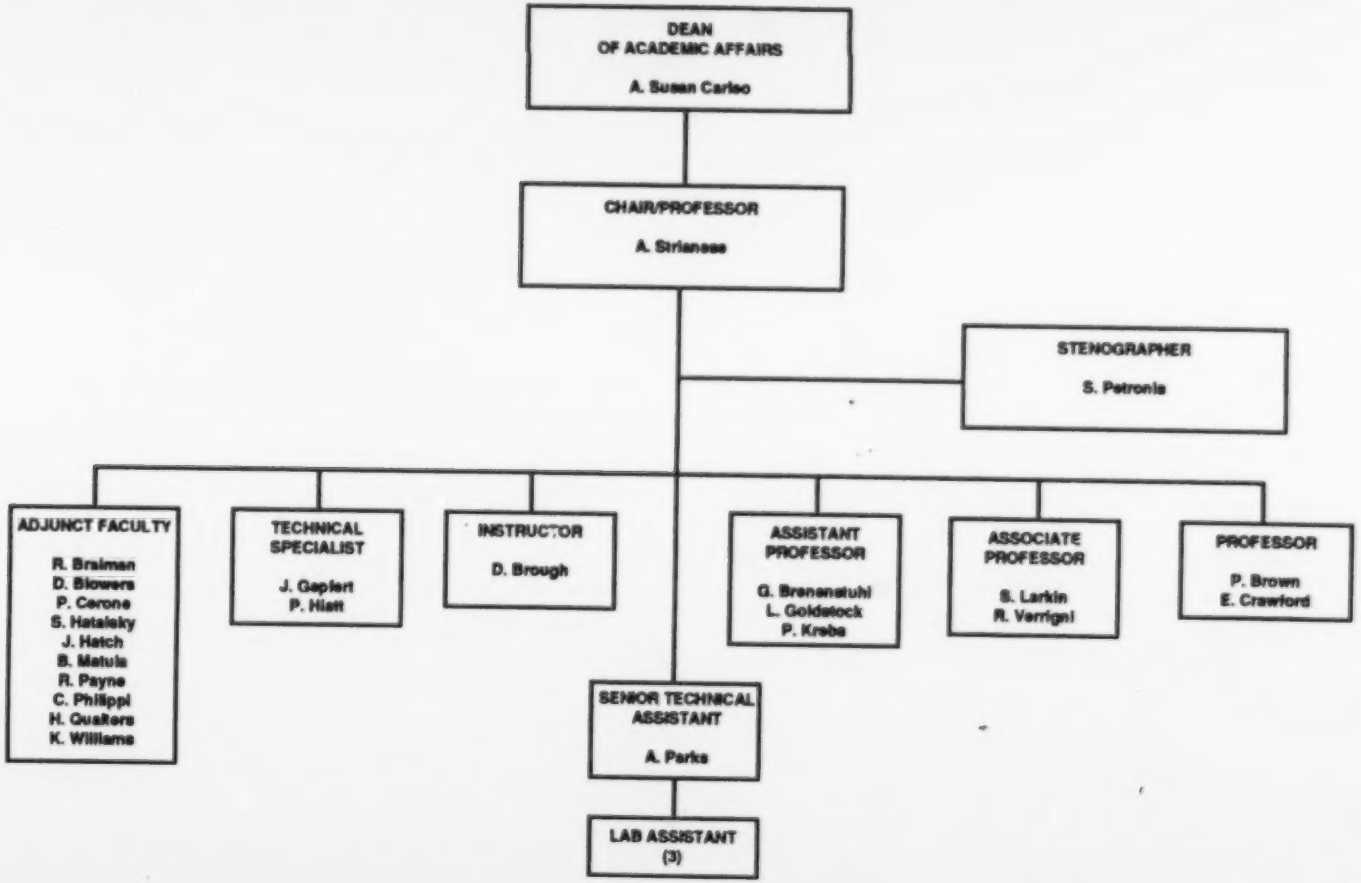
The central purpose of the Hotel, Culinary Arts and Tourism Department is to contribute as fully as possible to the achievement of the mission of SCCC. This contribution is embodied in the provision of degree and certificate programs designed to prepare students for career opportunities in the lodging, food service and travel industries. To encourage the support of the college's commitment to full opportunity, the department seeks to offer students the highest quality education. To this end, the following departmental objectives have been developed:

- To provide a flexible scheduling for those who wish to pursue an education on a full-time or part-time basis for either a degree or a certificate, and for the enhancement of occupational skills, or for personal fulfillment.

- to maintain a superior environment for learning by stressing comprehensive academic advising, facilitating

FIGURE 3

SCHENECTADY COUNTY COMMUNITY COLLEGE
Organizational Chart for the Hotel, Culinary Arts and Tourism Department



student's progress toward their educational and career goals.

- To emphasize the quality of instruction as a major concern, to maintain a high level of academic standards and to engender in each student concern for excellence and a desire for maximum individual development.

- To provide vocational education for special populations through cooperation with federal, state, and local agencies.

- To develop student's competence to practice effectively in an entry-level position as a culinarian, baker, or food service manager trainee.

- To cooperate with student, academic, and administrative groups, in addition to community organizations, by making available to them, facilities and services for the conduct of various catered functions, thereby providing students with actual working conditions, supplementing theoretical and academic subject matter with practical "hands on" experience.

- To respond quickly, innovatively and soundly to current and anticipated labor force needs and to training requirements of the community served by the college.

Since many of the program's graduates have transferred to four year institutions, the Culinary Arts program also supports that part of the college's mission that promises "College parallel programs that prepare students to transfer two years of college work to four-year colleges and universities."

Addressing the Needs and Interests of Students

The Associate in Culinary Arts program was developed with the assistance of the local hospitality industry. The program is designed to address not only the needs of high school graduates seeking a career in hotel, motel, or food

service establishments, but also the needs of those presently employed in these establishments. Many students enter the program to change careers, to upgrade their credentials or to explore available career paths. Full-and part-time evening classes, as well as day classes, are scheduled for those already employed in the industry. The curriculum combines the theoretical and practical knowledge necessary in today's complex food service industry.

Many of the students enrolled in the Culinary Arts program hold college degrees before coming to SCCC. They found they needed special skills to get jobs or fresh information in a rapidly changing world of work. Many are older than the traditional college-age student and fit classes around jobs or around family responsibilities. In short, the Culinary Arts program is designed and offered to address the needs and interests of a diverse student body.

Selected Trends in Society Affecting Higher Education and the Food Service Profession

American higher education is experiencing demographic change that is expected to move society in general from a majority white to a multi-cultural one. Some projections indicate that by the year 2000, one-third of our nation's students will be minorities: African Americans, Hispanics, Asians, and American Indians.

During the last decade, as the minority student population has grown and as changing demographics have

created a new student mosaic on American college and university campuses, academic leaders have struggled to meet the needs of this increasingly diverse population. Many community college observers have argued that there is a real need to take this diversity into account, to deal sensitively with those individuals who have come to the institution from a different culture.

Community colleges need to recognize and address the issue of diversity because in addition to the potential for truly positive results with "multi-culturation," there is also the potential for real (and equally important) perceived problems as well. As greater diversification comes to the community college, there is the possibility for the values of both the majority and the minority cultures, expressed in legitimate ways, to come up against and clash with values of the other. The juxtaposition of these various values can confuse, frustrate, and sometimes anger students. This diversity, on the other hand, can result in a wealth of multi-cultural influences that can enhance the richness of the collegiate experience for the entire college community. Whether or not the various cultures and lifestyles will coalesce in the most positive way, however, is largely contingent on how proactively faculty and administration manages the diversity. Faculty, for example, is becoming aware that cognitive diversity is often born of cultural diversity.

SCCC is committed to the maintenance and preservation of a community environment in which respect for the dignity and worth of each individual is demonstrated, and where diversity and the free exchange of ideas can flourish. The college condemns bias and all other acts of hatred and violence. Moreover, the college condemns all evils of bigotry, discrimination, harassment, physical violence and abuse.

The changing demographic profile of the country also provides higher education institutions with reason to develop more programs to serve mature adults. For a number of economic and social reasons, it is now common for people to take new jobs after retiring.

Older people are a growing segment of the U.S. population. The baby boom generation will vastly swell the size of the older population. Already, many of those in the baby boom cohort are classified as "older workers." Because of uneven economic growth and contraction and the increased willingness of large corporations to lay off long-term employees in midlife, more and more older people must anticipate changing fields during their working lives. Furthermore, older people are showing greater interest in extending their work lives because of improved health and longevity. Two major national organizations, the American Association of Retired Persons and The National Council on Aging, have now made employment a major priority.

Community colleges are uniquely positioned to take a more active role in offering comprehensive educational programs to strengthen employment skills of mature adults. In the coming decade, as the need for older-worker retraining becomes more and more evident, educational programs that retrain this segment of the population will become increasingly more important. With the decline in enrollments among those of traditional college ages, community colleges should be receptive to this new opportunity.

An important trend affecting the food service profession is the explosive rate of expansion predicted, both nationally and internationally for food service enterprises as we move into the nineties and beyond. According to estimates based on U.S. Bureau of Labor Statistics, total food service employment is expected to rise from the 9.5 million recorded in 1990 to 12.4 million in 2005.

There are currently 710,000 establishments providing food service in the United States, up from 560,000 in 1981. The industry as a whole did $248 billion in sales in 1991, up from $131 billion in 1981. The projected sales figure for 1992 was $262 billion.

Industry statisticians have predicted that the most significant job increases will be at the management level. An estimated 76,000 management positions will be needed each

year between now and 2005. During this period, the number of restaurant chefs needed is expected to increase 42%.

In light of the predictions stated above, the demand for culinary arts graduates with motivation and the appropriate knowledge, skills and abilities, who can move with the tide and start climbing career ladders in the food service industry will continue to increase. If this need for increased personnel is to be met, there must be a continuous flow of qualified individuals, thoroughly educated and trained, entering the work force.

2. Where are these goals and objectives of the program made evident to the students? Include exhibits in the response.

Goals and Objectives Made Evident to Students

The goals and objectives of SCCC and the Culinary Arts program are made evident to students primarily through the college's catalog (See Exhibit 1). Prospective students are also made aware of the program's goals and objectives through a letter from the department chair sent to the student during the admissions process (See Appendix A). Students are also introduced to the goals and objectives of the program during the college's and department's orientation sessions prior to the start of the Fall and Spring semesters.

SECTION B

ORGANIZATION AND ADMINISTRATION

1. Describe the institution, including accreditation and licensure status. If a recognized agency has denied accreditation status to the institution or program on public probationary status, or has revoked the accreditation status on the institution or program, provide an account of such action(s).

Description of the Institution

SCCC was officially established on January 26, 1967, by the Schenectady County Board of Representatives. The decision to establish the College was based in part on a study made by a citizen's committee, which showed an urgent need for a community college in Schenectady County.

On June 10, 1968, the building which had formerly housed the Van Curler Hotel was purchased by the County and designated as the site for the College. Through extensive renovation, this building, now known as Elston Hall, became a modern, well-equipped college facility. Elston Hall is named after Charles W. Elston, a member of the original Board of Trustees of the College, and its chairman for eight years.

The College has been expanded several times over the last 15 years. First, in 1978 a new building was constructed to hold the Begley Library, named for Owen M. Begley, the first Chairman of the Board of Trustees of the College, as well as a lecture hall/auditorium, and the music

building, in 1982, the College was further enlarged by the construction of the Tempo building, which houses the Continuing Education Offices.

The Fall of 1987 saw another addition to the campus with the opening of the Center for Science and Technology. This building, the former WRGB television studio and a gift from the General Electric Company, houses the classrooms and laboratories for a number of technology-related degree programs.

In June 1992, the college celebrated the official opening of its most recent major facilities expansion project: an eleven million dollar building providing four additional culinary arts labs, classrooms, an expanded student center which houses a cafeteria, bookstore, lounge and recreational space, as well as student government offices.

The additional culinary arts labs, equipped with the most modern primary, as well as auxiliary kitchen equipment, permit the department not only to accommodate more students, but to provide them with practical experiences more in line with the kitchen environment they will encounter in real-life situations. The department's enhanced instructional capabilities enable students to function more efficiently and effectively upon graduation.

Institutional Mission

SCCC operates as a comprehensive community college

under the program and standards of the State University of New York. Sponsored by the County of Schenectady, the College's programs are approved by, and registered with, the New York State Education Department. Exhibit 2 displays a copy of the institution's most recent State Education Department Self Study. Also, the College is authorized by the Regents of the University of the State of New York to award certificates and associates degrees.

The College is fully accredited by the Commission of Higher Education of the Middle States Association of Colleges and Schools, a non-governmental, nationally recognized organization. Accreditation of an institution by this association indicates that it meets or exceeds criteria for assessment of institutional quality periodically applied through a peer group review process. The last periodic review of SCCC was conducted in 1989.

The primary mission of SCCC is to provide comprehensive higher education and adult education opportunities of the highest quality through academic, career, technical, professional, and personal enrichment programs in response to local educational needs, and at low cost to students.

In striving to achieve its primary mission, the College affords students the opportunity to earn Associate in Arts (A.A.). Associate in Science (A.S.), Associate in Applied Science (A.A.S.) and Associate in Occupational Studies (A.O.S.) degrees in college parallel or career technology

programs. The College also provides students with the opportunity to earn certificates in specialized career fields of personal development activities.

More specifically, SCCC provides:

College parallel programs that prepare students to transfer two years of college work to four-year colleges and universities.

Career technology programs that prepare students for immediate employment.

Continuing education and community service programs for students striving for professional growth or personal enrichment.

Public service activities provided in support of community development.

Developmental education for students with academic needs.

Student development activities, including cultural programs, financial assistance, counseling services and intercollegiate athletics.

An effective and efficient management and delivery system to ensure maximum accessibility to these comprehensive programs and services to all people throughout the Capital District at the lowest possible cost.

2. List other hospitality or food service programs in the institution.

Other Hospitality Programs

In addition to the Associate in Occupational Studies degree in Culinary Arts, the Hotel, Culinary Arts and Tourism Department offers two other degree and two certificate programs:

Associate in Applied Science (AAS):

Hotel & Restaurant Management--This curriculum prepares

graduates to enter various phases of the hospitality industry. Typical positions for which graduates may qualify are assistant manager in hotels, motels or restaurants, food services administration in institutional cafeterias; assistant food and beverage comptroller and various other entry level positions in the vast hospitality industry.

Associate in Applied Science (AAS):

Tourism--This comprehensive program of study prepares students for the travel and tourism industry. Students acquire knowledge and skills in order to work with airlines, travel agencies, convention bureaus, tours operators, etc.

Certificate:

Assistant Chef--This one year program provides practical training in the hotel, restaurant, and food service fields. Graduates are qualified for a number of positions, including assistant chef, commercial cook, and assistant hospital food service workers. They are able to work in colleges, schools, hospitals, nursing homes and industrial feeding.

Certificate:

Tourism, Sales and Convention Management--This program provides training and instruction in tourism and sales. Specifically, students are introduced to the booking, advertising and promotion, of conventions, meetings and training seminars. The processing of reservations, registering guests, assigning rooms, handling mail and

messages, providing financial and credit accommodations, and furnishing information about the hotel, community or special events, are also covered in the program. Graduates of this program are qualified for catering and banquet management, tourism, sales director and front office positions.

3. Describe the administrative responsibilities and teaching responsibilities (if applicable) of the program coordinator. To whom does this person report on such matters as finance, policies, admission, and curriculum. Describe this person's qualifications. Describe his/her role in assessing, planning, evaluating, and implementing changes to the program.

Administrative and Teaching Responsibilities of the Program Coordinator

The Hotel, Culinary Arts and Tourism Department is coordinated by its Chairperson, Anthony Strianese, who holds the academic rank of professor. Professor Strianese holds a Masters degree in Educational Psychology from The College of Saint Rose and has 27 years experience in the hospitality industry. It is proposed, therefore, that the coordinator's credentials exceed those required to be a Certified Culinary Educator.

Professor Strianese reports to the Dean of Academic Affairs (See Figure 3) and is responsible for the general administration of the Hotel, Culinary Arts and Tourism Department, with general responsibility in five areas: curriculum and instruction; faculty and staff; student matters; budget and facilities, and college and community interaction. The following delineates the specific

administrative duties and responsibilities of the Department Chairperson:

Specific Administrative Responsibilities of Department Chairperson

Curriculum and Instruction

Program development and review
Maintenance of Standards
Design and implementation of department's management action plan
Member of, and resource person to, Department Planning Team
Liaison for program articulation
Liaison for library/media connection

Faculty and Staff

Recruitment supervision, and evaluation of full- and part-time faculty and staff
Encouragement of, and support for, professional development of all department personnel
Provision for department meetings and committees
Resource person to part-time faculty

Student Matters

Advisement and orientation
Processing of records
Dispute resolution
Coordination of Departmental scholarships
Supervision of student workers (including work study)
Supervision of students work experience requirement

Budget and Facilities

Development and maintenance of annual budget
Acquisition of materials and equipment
Coordination of facilities

College and Community Interaction

Liaison with other departments/divisions and college committees
Coordination of departmental representation on college committees
Coordination with Continuing Education Division

for evening, Saturday, and Summer classes.
Liaison with the hospitality industry
Coordination of Advisory Committee
Representation of the Department to external agencies and groups
Public relations releases and announcements
Liaison with office of Public Relations
Liaison with Board of Cooperative Education Services
Design and production of in-house flyers, posters and programs

Teaching Responsibilities

The department Chairperson's position carries faculty rank, involving a ten-month obligation and includes a teaching obligation of 12 credit hours per year.

Committee Membership

Member of Dean of Academic Affairs Council, President's Executive forum

Other Tasks

Perform other tasks as assigned by the Dean of Academic Affairs

Qualifications of the Department Chair

Required qualifications for the Department Chairperson is a commitment to the philosophy of the comprehensive community college. Evidence of academic leadership, a masters degree in a discipline compatible with the departmental mission, and appropriate teaching experience in higher education are also required (A Data Sheet for Professor Strianese is included in Exhibit 3).

All administrators serve at the pleasure of the President and the Board of Trustees. Appointments, however, are normally renewed annually. Annual evaluation of the Hotel, Culinary Arts and Tourism Chairperson is

conducted by the Dean of Academic Affairs. The evaluation document is reviewed by the President and returned to the Dean, who shares it in a conference with the chairperson. A memorandum summarizing this evaluation conference is attached to the formal evaluation document.

If this application for accreditation of the Culinary Arts program is successful, the Department Chair is prepared to adhere to the criteria set forth in the Standards of The American Culinary Federation Educational Institute, and will continue to be guided by the established policies and procedures of SCCC.

4. Describe the advisory committee(s) for the program and indicate:
A. Frequency of Meetings
B. Functions and Responsibilities
C. Examples of Major Suggestions and Results

Frequency of Advisory Committee Meetings

The advisory committee meets two times each year for purposes outlined below. The last meeting of the committee was held in October 19, 1992. A roster of the Advisory Committee is presented as Exhibit 4.

Functions and Responsibilities of the Advisory Committee

The Advisory Committee recommends ways for the department programs to best meet the needs of students and to respond to the needs of the food service industry. The Advisory Committee assists the coordinator in four areas:

> Educational Objectives--The Advisory Committee assists in review of the objectives and competencies of the program and advises the department as to whether it remains realistic and

within the scope of the program.

Program Evaluation--The Advisory Committee assists in the evaluation of the program relating to the program's quality, its relevance to community needs, its impact upon the college, and its effectiveness in meeting the needs of the students.

Equipment and Facilities--The committee reviews the appropriateness of equipment and facilities in order to assess whether they are adequate to achieve the desired outcomes.

Selected Suggestions of The Advisory Committee

Each year the group offers valuable suggestions for the benefit of the department. In recent months the committee has recommended:

-That the Work Experience Requirement be more stringently enforced.

As a result of this recommendation, the department has subsequently revised the policies and procedures regarding the requirement. New input forms are now in use to better monitor the program.

-That topics relating to sanitation and nutrition be infused in all courses.

This suggestion has resulted in more emphasis on these topics in all lab and classroom courses where appropriate.

-That the titles of the two courses HOT 238 Food Preparation in Restaurant Operation, A La Carte and Table D'Hote, and HOT 253 Dining Room Banquet and Catering Management I be changed to titles that would more closely identify their content.

Response to this recommendation led to a change in title for both courses: HOT 238 is now Dining Room Management, HOT 253 has been retitled Banquet and Catering

Management.

-That students be provided with more training in serving customers from an a la carte menu.

The department responded to this suggestion by changing the content of the course HOT 238 Dining Room Management to include practical experience in taking and preparing orders from an a la carte menu. Students will receive training in serving actual customers from the college community.

5. Describe in detail funding for the program

Funding for the Culinary Arts Program

Schenectady County Community College has six main sources of revenue. These sources include: Student revenues, county revenues, charge-back revenues, state and other revenues, and surplus funds (See Exhibit 5). Following is a brief description of each funding source:

Student Revenues--include all tuition payments. These payments vary based on enrollment status of the students (full-or part-time) and residency (New York State or out-of-state).

County Revenues--consists of monies from the county budget. Schenectady County appropriates an amount for the College in its annual budget.

Charge-back Revenues--are received from other counties in the State of New York whose residents attended SCCC.

State Revenues--include basic aid and several types of supplemental aid. They are received based on projected and actual full-time equivalent (FTE) enrollment.

Other Revenues--include such items as federal funds, interest earnings and miscellaneous revenues.

Surplus funds--are revenues in excess of expenditures received by the College.

The culinary Arts Program is funded through the college budget process. The actual budget development begins with mid-December distribution of budget request materials and a memorandum of instruction from the President to the cost center mangers, including the Hotel, Culinary Arts and Tourism Chair. Budget requests are completed by mid-February and forwarded, in the cases of the academic units, to the Academic Dean. Department chairs must describe and justify requested line appropriations in relation to the department planning document prepared in the previous year. The division budget requests are consolidated by the Dean of Administration and staff and screened for adherence to preparation guidelines, including linkage to the planning process.

After final review by the Administrative Dean the budget is forwarded to the Board of Trustees where it is processed in a series of meetings with involvement from the board facilities committee working with the Dean of Administration and the Schenectady County Commissioner of Finance. After review, analysis, conciliation, and modifications over the summer, the Budget is formally adopted by the Board and then presented to the Schenectady County Legislature where a possible hearing, open to comment from the Schenectady community is held. Following the hearing, the legislature formally adopts the new budget. It is then forwarded, along with trustee and legislative

resolutions, to the State University of New York for approval and subsequent payment of State Aid funds requested.

The Department Chairs are kept informed by the Dean of Academic Affairs of the status of the department's budget requests throughout the budget process. Once the budget is in place, the chair receives a monthly statement of all budget activity by line item of expense. This includes the annual budget allocation, encumbrances, and total committed and unexpended balances in both dollars and percentages. Interim information is available from the accounting office upon request. The current instructional budget--Spring 1993--for the Department is $33,150.00.

To provide students with hands-on experience in planning, preparing, and serving a catered function, the department conducts an average of 24 banquets in the Fall and Spring Semesters. Proceeds from these functions which cater exclusively to non-profit organizations, are used to supplement the instructional budget. The fact that organizations are required to book a function at least one year in advance speaks of their popularity.

The department utilizes a budgeting system which allots a specific dollar amount to individual sections of each lab (See Table 1). Allocated amounts were arrived at by keeping track of lab costs over a period of several semesters. Instructors are kept informed of expenditures and fund

TABLE I

Fall 1992 Instructional Budget Per Section for Culinary Arts Lab Courses

Course No.	Course Title	Amount Budgeted Per Section
Hot 111	Food Preparation I	$500.00
Hot 112	Food Preparation II	950.00
Hot 119	Elements of Baking	500.00
Hot 220	Wines of the World	450.00
Hot 238	Dining Room Management	300.00
Hot 251	Quantitative Foods	900.00
Hot 255	Principles of Buffet Catering I	900.00
Hot 256	Principles of Buffet Catering II	900.00
Hot 257	Classical Cuisine I	900.00
Hot 258	Classical Cuisine II	900.00
Hot 259	Classical Pastry Shop	350.00
Hot 260	Advanced Dessert and Pastries	350.00

balances on a weekly basis.

Surplus funds from one section may be used to offset over expenditures in another section.

Based upon the above, it is proposed that financial support for the Culinary Arts program is commensurate with the resources of the college and appropriate to the needs of the program.

Outside Funding

The college receives no "outside" funding other than those detailed above. Consequently, The Culinary Arts program is not dependent upon other sources to ensure its continued existence.

6. Describe the system used and provide dates, sample forms and results for assessment of

A. faculty
B. curriculum
C. program effectiveness

Faculty Assessment

The extent to which the objectives of the program are met is determined in great part by the effectiveness of the faculty. In an effort to secure some measure of this effectiveness, all full-time faculty are evaluated once a year by the chairperson of the department. Should the chairperson decide to utilize a classroom visitation as part of the evaluation process, such classroom visitation is made upon advance notice to the faculty member as to time and place. The evaluation results are used in making retention, advancement, and merit salary decisions.

To provide an opportunity for full-time faculty to determine the impact of a given course or courses and to explore suggestions for further development and improvement, each semester full-time faculty members decide which of their courses, if any, shall be evaluated by students. The instrument used in these voluntary student evaluations is the Instructor and Course Evaluation System (ICES) from the University of Illinois. During the fall 1992 semester, department faculty voted to utilize more student evaluations in its courses. Subsequently, faculty members have reported increased use of these evaluations.

During the first semester of an initial teaching assignment, adjunct faculty are evaluated by students utilizing the ICES. An announced classroom observation by the department chair or the Associate Dean of Continuing Education follows. A conference to review student evaluations is held if requested by the faculty member or the supervisor. During subsequent teaching assignments, the evaluation will include ICES at least once per year per course, and, if warranted, a faculty-supervisor conference.

Curriculum Assessment

The department is committed to maintaining the highest standards of excellence for its degree and certificate programs. To that end, systematic internal program reviews are conducted to ensure that degrees and certificates granted reflect the most current information and instructional techniques within each academic curriculum. Evaluation of programs offered by the department is conducted in two phases:

-Phase I review, conducted annually, is basically a computer scan to provide statistical measures of the program's enrollment and cost effectiveness.

-Phase II is an in-depth evaluation involving qualitative as well as quantitative measures. Information is gathered on various elements of the program: facilities and equipment, faculty, student flow; community and job market needs; cost analysis; student satisfaction, and relationship to institutional objectives. Phase II review takes place every four years.

If Phase I review shows a particular program to be consistently strong, a formal Phases II evaluation may be

deemed unnecessary. This situation has been the case with the Culinary Arts program. Annual figures have been consistently high for this program from its inception in 1980; consequently, a Phase II evaluation of this program has never been conducted. There has never been any doubt as to the effectiveness of the program in achieving its stated objectives.

Program Effectiveness

Remarks concerning the effectiveness of the program have been made under Program Assessment above.

7. What were the results of the most recent overall evaluation of the program?

Remarks concerning the overall evaluation of the program have been made under Program Assessment above.

8. Provide dates, sample forms, and results from the most recent:

A. graduate surveys
B. employer surveys
C. job placement survey

Graduate Surveys

SCCC's Office of Planning and Development conducts both a one-year and a five-year follow-up survey for each of its graduation classes and produces a corresponding summary report/analysis of employment, transfer, and graduate opinion data by program. Of the 28 students who graduated with an AOS in Culinary Arts in 1991, 17 responded to the most recent follow-up survey (See Exhibit 6). Fourteen (82%) of the respondents were employed full time, while one (6%) was employed part time.

Over the past five years, the highest percent--86--of full-time employment of Culinary Arts graduates was reported in 1989 (See Table 2). The second highest was 1991 at 82 percent--an increase of nine percent from the previous year. The lowest year for full-time employment of graduates of the program over the past five years was 1988 at 39 percent. Part-time employment of graduates has remained between five and six percent over the past five years.

Thirteen of the 14 graduates responding to the survey who reported full-time employment, were employed in the culinary arts field. The average salary of those employed full time in the culinary arts field was $15, 090.00.

Eighty-seven percent (15) of the graduates responding to the survey indicated that their degree was important in obtaining their current employment, while two (13%) thought that their degree was not important in obtaining their current position.

Regarding the relationship of respondent's current occupation and the program's content, 12 (80%) indicated that there was a high relationship. Two (13%) thought that this relationship was slight, while one (7%) saw no relationship between program content and current occupation.

One (6%) of the respondents reported current attendance at a four-year institution. Eight (47%) reported plans for further education.

TABLE 2

Percent of Graduates Employed Full- and Part-Time

Employment Category	1991	1990	1989	1988	1987
Employed Full-Time	82%	73%	86%	39%	72%
Employed Part-Time	6%	6%	0%	5%	6%

Ninety-four percent (15) of the respondents reported that their goals were met at SCCC, and that if given the chance to choose again, they would choose SCCC. Graduates high degree of satisfaction with the program was indicated by responses to the question "If you could start over again, would you choose to attend SCCC?" No respondee chose "Uncertain" or "Definitely no."

Twelve (71%) respondents reported that their primary goal of obtaining a college degree was to obtain a better job. Ten (83%) of the twelve reported that their goals were met. Only one (8%) reported that his or her goals were not met.

Results of the survey reported above seem to indicate that the Culinary Arts program is achieving its ultimate goal of enabling graduates to obtain, retain, and advance in employment in the food service industry in accordance with their desires, needs, skills and abilities. The 82 percent

full-time employment rate among the program's graduates was significantly higher than the 56 percent full-time employment rate of all graduates participating in the study. A significant percentage of graduates perceive their degree as important, and if given the chance to choose again, would choose SCCC.

A masters thesis by David Brough (1992), an instructor in the Hotel, Culinary Arts and Tourism Department (See Exhibit 7), examined the discrepancies and similarities in the perceptions of graduates concerning the desirability of certain courses included in the Culinary Arts curriculum. Respondents expressed a need for more practical experiences. Specifically, graduates responding to the survey recommended more emphasis in the following areas:

-A la Carte restaurant service
-Internship program
-Stress management
-Butchering/meat processing
-Sanitation certificate
-Job placement
-Micro computer applications
-Nutrition
-Effective communication in management
-More professional demands placed on students

A number of these recommendations have already been incorporated into the curriculum; others are being considered for implementation.

Employer Surveys

No employer surveys have been conducted by the department. The department has depended upon the Advisory Committee and alumni feedback to stay abreast with what

employers expect of job-entry employees, so that the program produces graduates who possess the competencies necessary for success in the food service field.

Job Placement Surveys

The results of the most recent job placement survey is reported above as part of the graduates survey.

9. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEI Accrediting Commission Standards?

Major Strengths and Weaknesses

One of the major strengths revealed in this section is the fact that SCCC is a stable institution that has effectively organized its human, financial and physical resources into educational and other programs so that it is accomplishing its mission. Likewise, the Hotel, Culinary Arts and Tourism Department, through effective utilization of its resources, is accomplishing its purposes that are consistent with the mission of the college, A major weakness of the program is the infrequency of student evaluations utilized by department faculty. Because of the voluntary nature of student evaluations, only a very small percentage of faculty members employ this important self improvement tool.

Another major weakness relating to this section is the ineffectiveness of the Career Placement Office in providing graduates with the necessary assistance to get started in their careers. Alumni feedback has been consistently

negative regarding the functioning of this office. However, the department expects improved services to graduates in the future since the Coordinator of Job Placement Services was recently assigned to concentrate her efforts on satisfying the needs of graduates of the department's programs.

10. How do you plan to utilize the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

Plans to Utilize Results of Self Study

The self study was conducted in a context of institutional change: new President, new Vice President and Dean of Academic Affairs, new Dean of Administration, new Hotel, Culinary Arts and Tourism Department Chairperson, and a new eleven million dollar facilities expansion project. This context constituted an appropriate environment for examining the educational resources of the Culinary Arts program in relation to its educational objectives and for assessing and reflecting upon the past, while planning for the future in light of the changes.

The results of this section will allow the department to seek clarification of its role in fulfilling the institutional mission, and to gauge its progress on the achievement of its purposes.

SECTION C

FACULTY AND STAFF

1. Discuss faculty backgrounds strengths in relation to the area of specialization and overall goals of the program. Indicate the specific correlation between their backgrounds and the courses they teach. A current teaching schedule for all program faculty must be included as an exhibit. Work load should be indicated, including preparation, counseling, teaching and extracurricular activities involving students.

Faculty Backgrounds

Faculty members were carefully selected on the basis of their teaching effectiveness and ability to relate well with students. They are also individuals who have both educational and industry credentials, thus giving them a valuable understanding of theory and its real world applications to specific industry situations and problems.

The department consists of 11 full-time and ten part-time faculty. The personnel policies for faculty members in the department are the same as those in effect for other faculty members at SCCC with regard to appointment, academic rank, tenure, salary, promotion, and recognition of professional competencies. Faculty work loads for Spring 1993 are presented as Exhibit 8.

Full-time faculty are represented by the Schenectady County Community College Faculty Association. The current bargaining agreement extends from September 1, 1991 to August 31, 1994. Full-time faculty are assigned a teaching load of 15 teaching credit hours or 18 contact hours per

semester. A teaching credit hour is defined as the equivalent of 15 class periods or 22.5 practicum (50-minute) periods. A contact hour is equivalent of 15 class periods or practicums. The Faculty Manual consisting of the Advisement Manual, Academic Code, and Faculty by -laws is submitted as Exhibit 9.

In addition to their teaching load, faculty members are required to schedule five hours per week for the advisement of students.

Examination of faculty data sheets (See Exhibit 3), will reveal that eight of the eleven full-time faculty members (73%) have credentials equivalent to Certified Culinary Educator or Certified Working Chef or Pastry Chef. It is proposed, therefore, that the faculty are adequate in number and are well qualified to implement the Culinary Arts program and related activities effectively.

2. Describe the program for professional development of faculty, including staff of off-site facilities. Distinguish between professional development that focuses on technical skills versus instructional skills.

Faculty Development

The college supports the belief that effective faculty development activities are directly linked to the very survival of the institution, or at the least, to enhancing its credibility to its various publics. Responding to this belief, the college provides multiple avenues for professional development of faculty. Each faculty member is

encouraged to look at his/her career and to examine his or her development as a person as well as a professional.

Faculty development activities are overseen by the Faculty and Staff Development Committee, with the exception of travel funds which are allocated to departments for faculty distribution. Among the professional development avenues available to faculty are:

Travel--Annually the college provides funds to each department for faculty travel to professional institutions. These funds were increased 20% from $125 to $150 per faculty member effective Fall, 1990. Department chairperson travel is double that of teaching faculty to prevent additional travel for administrative purposes.

Tuition--$2,000 in tuition assistance is available to faculty to pursue study at SUNY institutions and is divided proportionately according to the number of faculty seeking such assistance. Additionally, SCCC faculty and there immediate family any enroll in credit-bearing courses at SCCC free of charge. SCCC faculty may also audit courses free of charge at any member institution of the Hudson Mohawk Association of Colleges and schools of which SCCC is a member.

Mini Grants--Faculty may apply for college sponsored mini-grants to supplement departmental travel opportunities or to implement special projects for the improvement of instruction. Mini grants are usually awarded in conservative amounts of up to $200.00 per proposal.

SUNY Grants--State University of New York offers several professional development opportunities to faculty. An example is the faculty inter-campus program exchange that provide opportunities for faculty to interact with peers teaching in similar programs at other institutions. Another example is the Faculty Development Grant program that provides one course release time for one semester for faculty to pursue innovative projects.

Sabbaticals--Sabbatical leave for the purpose of professional development is offered each year on a competitive basis to faculty members with at least

eight years of service to the college. The college's Board of trustees has always met and often exceeded its minimum responsibilities regarding the awarding of sabbatical leave.

Faculty members recognize the importance of staying abreast with changes that are taking place in the lodging and food service industries. To this end, faculty members hold membership in a number of national and local hospitality organizations including:

International Food Service Executive Association
National Restaurant Association
International Chefs Association
American Culinary Federation
The Council on Hotel, Restaurant and Institutional Education
Hotel, Motel Association
American Dietetic Association

The interaction between teacher and student is seen as crucial. At the heart of this interaction is the quality and knowledge that the teacher possesses of the subject matter. Attendance and participation at regular meetings at these and other associations is seen as an important professional development activity which places the faculty in an advantageous position of keeping current with trends and outstanding leaders in the hospitality industry.

3. Describe how the faculty actively participates in policy formation, program planning and priority setting. Faculty minutes must be included as an exhibit.

Faculty Participation in Policy Formation

Faculty participation in the policy formation of the college is achieved primarily through faculty membership on the standing and ad hoc committees. The standing committees

of the faculty are: Academic policies, Community and Cultural Events, Curriculum, Professional Policies, Nominations and Awards, and Student Affairs (See Exhibit 9)

Educational policies are, in general, the purview of the faculty and are delineated in the Faculty Code. Implementation of these policies is carried out at the department level, with specific practices (waiver of course requirements, for example) clearly the purview of the Department Chairperson.

Curriculum initiatives are analyzed by the faculty within the respective department, then the Curriculum Committee and finally the entire faculty. New programs and/or proposals must be approved by the College's Board of Trustees, then by State Education Department prior to implementation. Significant curricular developments are brought to the Hotel, Culinary Arts and Tourism Advisory Committee for review, consent, and recommendation prior to departmental action.

4. List all persons with adjunct or courtesy appointments. Please include a personnel data sheet for adjunct faculty who are responsible for professional courses and/or who are listed in the catalogue.

Adjunct Faculty

Following is a list of the ten adjunct faculty members employed by the department:

Richard Braiman
Darlene Blowers
Paul Cerone
Susan Hatalsky
Jim Hatch

Barbara Matula
Robert Payne
Carol Phillippi
Harold Qualters
Kim Williams

Personnel data sheets for each of the above are presented as Exhibit 3.

5. Describe the secretarial and support services available to the program.

Secretarial and Support Services

The Department Chairperson is supported by one full-time stenographer (See Figure 3). The stenographer is responsible for performing routine clerical duties and for assisting in the more difficult and responsible clerical work. The position also entails transcribing of dictation and the operation of a micro-computer which utilizes word processing and other software. Additionally, the stenographer:

Takes and transcribes dictation of letters, memoranda, reports and other materials;

Types materials from copy, rough draft, dictating machines cylinders and other detailed instructions;

Acts as secretary to the Department Chair;

Pulls materials from files, makes simple file searches and maintains charge-out records;

Types records and reports and checks for clerical accuracy, completeness and proper extension;

Answers telephone and acts as receptionist giving out information;

Types and maintains time records and payroll data;

Performs a variety of tasks as required by the Department Chair.

6. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEI Accrediting Commission Standards?

Major Strengths and Weaknesses

After the student, the faculty is the most important element in the college. In the final analysis, a student's satisfaction, success or failure, may depend more on the quality and interest of individual faculty members than any other factor. The faculty, with its wide variety of personalities with differing backgrounds and goals, is one of the major strengths of the Culinary Arts program.

One weakness of the program is the fact that in recent years, the department has been unable to attract racial minorities to its professional ranks. Only one full-time faculty member and one part-time student worker of a racial minority have been hired in the past 15 years. This has been due primarily to the shortage of qualified minority students completing programs within the department. The department makes every effort to implement the college's Affirmative Action Plan (See Exhibit 10) but since the primary source of recruitment has been it's graduate pool, it has been unsuccessful in its minority recruitment efforts. However, the department is optimistic in this area since in recent semesters, the college's out reach program has resulted in an increased enrollment of minority students who are adequately prepared for college. Continued efforts will be

made to recruit qualified minority graduates for future vacancies.

Another area of concern is the ratio of full-to part-time faculty. While the majority of credits awarded by the department are earned in classes taught by full-time faculty, of the 21 instructors in the program, ten (48 %) are part-time. Although there are exceptions, typically, adjunct faculty meet their classes and leave the campus and are not available to advise students and to perform ancillary chores.

7. How do you plan to utilize the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

Plans to Utilize Results of Self Study

Cognizant of the fact that a healthy racial environment is related to the diversity of its faculty, and that the inclusion on the faculty of men and women with a variety of cultural and social backgrounds will provide students with valuable and interesting lessons of a sort that the formal curriculum cannot provide, the department plans to utilize the results of this section to increase racial minority representation on its faculty.

Based upon current and projected enrollment, the department will strongly recommend the hiring of another Technical Assistant and two full-time faculty members in an effort to alleviate dependence on the services of adjunct faculty.

SECTION D

CURRICULUM

1. Summarize the manner in which the curriculum fulfills the following:

A. the stated objectives of the program

B. integrates the code of ethics of a national professional association in the program

C. provides opportunities for students to become familiar with the profession of culinary arts and the relationship of culinary arts to other professions

D. develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds

How Does the Culinary Arts Curriculum Fulfill its Stated Objectives?

The Associate in Occupational Studies (AOS) in Culinary Arts program consists of a specifically developed sequence of courses that provide a balance of theory and specialized training in Culinary Arts. The major objective of the program is the development of the student's competence to practice effectively in an entry-level position in the food service industry. Emphasis is placed on the following content areas:

Basic Food Preparation and Service
Advanced Food Preparation
Baking and Pastry Making
Food and Beverage Management
Human Resources Management
Marketing and Tourism
Recreational Food Service Management
Nutrition

The curriculum implements the program's philosophy, goals and objectives by offering courses specifically designed to address each of the content areas.

How Does the Culinary Arts Curriculum Integrate the Code of Ethics of a National Professional Association?

The Hotel, Culinary Arts and Tourism department exhibits a high degree of integrity in the conduct of its activities while conscientiously adhering to accepted good practice. Currently, however, the department does not integrate the Code of Ethics of any national professional organization into any of its programs.

The Culinary Arts and other college programs, nonetheless, are governed at the state level by the New York State Regents rules and regulations which apply to all academic programs in the state. The programs are registered on a five- to seven-year schedule by the State Education Department, as are all academic degree granting programs in New York. Based on minimum quality standards established by the State Education Department, the State determines whether or not to re-register degree programs when they come up for periodic review.

Additionally, as a community college unit of the State University of New York (SUNY), SCCC operates under policies and practices established by the SUNY Board of Trustees. Under these policies, all new programs are scrutinized by SUNY prior to the State Education Department. Similarly,

all systematic program reviews are summarized and submitted to SUNY on an annual basis, as required by SUNY policy.

Professional Opportunities for Culinary Arts Students

Students of the Culinary Arts program are provided opportunities to become familiar with the profession of culinary arts and to the relationship of culinary arts to other professions through a 600 hour Work Experience Requirement (See Appendix B). The requirement enables students to become acquainted with the ethical practices of the industry, and to apply concepts and skills acquired in the classroom and labs to real-life situations which are in keeping with their own interests and abilities.

Students are required to complete 600 hours work experience in the hospitality industry (15 weeks, 40 hours per week, or equivalent part time). The requirement may be met in one of the following ways:

1. Summer employment in a restaurant, hotel, or institutional food service establishment;

2. An internship at Disney World (See Exhibit 11 for a full description of this program) or at some other internship approved by the department;

3. Part-time employment during the academic year;

4. Prior work experience, verified by a previous employer in the hospitality industry.

It is the student's responsibility to secure appropriate work to satisfy the Work Experience Requirement. Students may utilize the services of SCCC's Job Placement Services to obtain job leads and assistance in the areas of

resume writing, job hunting and interviewing techniques.

Communication, Problem Solving, Leadership, and the Ability to Interact with Individuals from Varying Backgrounds in the Culinary Arts Curriculum

Throughout the curriculum, opportunities are provided for students to strengthen their competence in communication, problem solving, leadership skills and human relations. Appreciation for, and tolerance towards, people of different backgrounds and cultures are stressed in all laboratory courses. Also, the curriculum consists of three courses in the human resources management content area. These courses provide students with an understanding of the basic principles of effective human relations and their significant effect on hospitality operations. Furthermore, these concepts and principles are presented to the student in other courses including Dining Room Management, Banquet and Catering Management, Marketing and Advertising and Sales, and Front Office Management.

2. What is the rationale for the organization and sequencing of courses in the program?

Rationale for the Organization and Sequencing of Culinary Arts Curriculum

The Culinary Arts program consists of a coherent and tightly knit sequence of courses designed to lead the student directly to employment in the food service industry. The curriculum is designed to provide students with a unique blend of hands-on and academic experiences which provide a

firm foundation in the latest techniques and methods being employed in the vastly expanding and changing culinary arts field. The department believes that in providing students with this foundation, it bears a responsibility to develop in them high standards of professional conduct and to accept only the best of a student's capabilities.

Each course in the Culinary Arts curriculum contributes a share to the overall objectives of the program. Courses are divided into three components: foundation, hospitality core and advanced core courses. (See Table 3).

Foundation courses are designed to offer the student appropriate knowledge, skills, and attitudes prerequisite for the core courses.

To achieve coherence of the total curriculum, a unifying core of hospitality courses is offered to which other courses are related. These hospitality core courses, representing 45 percent of the program's credit requirements, present the core of learning that dominate the program's requirement and are considered essential to the success of the culinary graduate. Hospitality courses within the core reinforce and echo one another; they provide exposure to the content, traditions, and methods of culinary arts and related topics, providing students with the prerequisites to make the most effective use of the instruction advance courses provide. Hospitality core courses reflect the department's belief that if culinary

TABLE 3

Curriculum Components of the AOS Degree in Culinary Arts

Component	Laboratory and Classroom Courses Number and Title
I. FOUNDATION COURSES (21 Credits) 32%	
Lab Courses	
	HOT 111 Food Preparation I
	HOT 112 Food Preparation II
	HOT 119 Elements of Baking
	HOT 238 Dining Room Management
	HOT 253 Banquet and Catering Management
Classroom Courses	
	TAT 121 Introduction to the Hospitality Industry
	HOT 131 Mathematics for Food Service Records
II. HOSPITALITY CORE COURSES (30 Credits) 45%	
Lab Courses	
	HOT 251 Quantitative Foods I
Classroom Courses	
	HOT 114 Food Administration and Menu Planning
	HOT 115 Labor Management Relations in the Hotel and Restaurant Industry
	HOT 117 Food and Beverage Controls
	HOT 218 Organization and Management of Hotel and Restaurant Industry Personnel
	HOT 220 Wines of the World
	HOT 233 Basic Principles of Nutrition
	HOT 240 Recreational Food Service and Management
	HOT 275 Marketing, Advertising, and Sale for the Hospitality Industry
III. ADVANCED CORE COURSES (15 Credits) 23%	
Lab Courses	
	HOT 255 Principles of Buffet Catering I
	HOT 256 Principles of Buffet Catering II
	HOT 257 Classical Cuisine I
	HOT 258 Classical Cuisine II
	HOT 259 Classical Pastry Shop Operations I
	HOT 260 Advanced Dessert and Pastries

arts education is to be relevant, it must be designed to inculcate students with human resources knowledge and skills in addition to the culinary-specific knowledge.

The sequence and structure of the program also allow for 15 credits (23% of the total) of Advanced Core courses taught in the laboratory setting. These courses allow for the application of the knowledge, skills, theories and techniques derived from the foundation and hospitality core courses.

The 22 three-credit courses are further organized around eight content areas (See Table 4). These areas of study combining technical, human, and conceptual skills, form the base and substance of the Culinary Arts program and are aimed at preparing students for the realities of the food service industry. The following is a brief description of these content areas:

Basic Food Preparation and Service

These courses present the basic principles of food preparation for hotel, restaurant and industrial food catering establishments. Students are expected to gain understanding of specific functions of a food preparation and delivery system and the way in which they inter-relate with each other. Students will be able to identify various techniques and procedures of serving and managing banquets.

Advanced Food Preparation

Courses in this content area provide the student with an understanding of the preparation and service of a complete menu of American and ethnic cuisine, with emphasis on quantity production. Students gain understanding of the decorative aspects of garde manage work, employing a diversity of food products. Students are expected to be able to prepare elaborate hors

TABLE 4

AOS Degree in Culinary Arts: Curriculum Content Areas

Content Areas	Credits	Percent
I. BASIC FOOD PREPARATION AND SERVICE	12	(18%)
HOT 111 Food Preparation I		
HOT 112 Food Preparation II		
HOT 238 Dining Room Management		
HOT 253 Banquet and Catering Management		
II. ADVANCED FOOD PREPARATION	15	(23%)
HOT 251 Quantitative Foods I		
HOT 255 Principles of Buffet Catering I		
HOT 256 Principles of Buffet Catering II		
HOT 257 Classical Cuisine I		
HOT 258 Classical Cuisine II		
III. BAKING AND DESSERT MAKING	9	(14%)
HOT 119 Elements of Baking		
HOT 259 Classical Pastry Shop Operations		
HOT 260 Advanced Dessert and Pastries		
IV. FOOD AND BEVERAGE MANAGEMENT	12	(18%)
HOT 131 Mathematics for Food Service Records		
HOT 114 Food Administration and Menu Planning		
HOT 117 Food and Beverage Controls		
HOT 220 Wines of the World		
V. HUMAN RESOURCES MANAGEMENT	6	(9%)
HOT 218 Organization and Management of Hotel and Restaurant Industry Personnel		
HOT 115 Labor Management Relations in the Hotel and Restaurant Industry		
VI. MARKETING AND TOURISM	6	(9%)
HOT 275 Marketing, Advertising, and Sales for the Hospitality Industry		
TAT 121 Introduction to the Hospitality Industry		
VII. RECREATIONAL FOOD SERVICE MANAGEMENT	3	(5%)
HOT 240 Recreational Food Service and Management		
VIII. NUTRITION	3	(5%)
HOT 233 Basic Principles of Nutrition		
IX. WORK EXPERIENCE REQUIREMENT (600 Hours)	0	(0%)
	66	(100%)

d'oeuvre trays and carts, as well as decorative centerpieces in ice, fruit and vegetables, chaud-froids and jellied aspic molds.

Baking and Dessert Making

After completion of the three courses in this content area, students are expected to have an understanding of the basic principles and procedures of baking, including properties and function of baking ingredients, and proper use of tools and equipment. Students should be able to produce basic baked goods and pastry products as well as classical desserts including French pastry, charlottes, mousses, gateaux and torts and marzipan decorations. Students will also be able to demonstrate advanced techniques in dessert and pastries production, cake decorating, chocolate work and sugar boiling.

Food and Beverage Management

At the completion of this content area, students are expected to be able to: describe, develop and implement effective food and beverage purchasing programs; contrast the variances between alcoholic beverages and tell how these products are made; identify the procedures involved in an effective system of food, beverage, labor and sales income control. Students are expected to be able to purchase and enjoy wines of the world and to visually identify wine bottle shapes and the meaning of wine labels.

Human Resources Management

This content area provides students with an understanding of basic management responsibilities and labor management relations in the hospitality industry. Students will be able to describe the principles of effective human relations and their significant effect on hospitality operations.

Marketing and Tourism

The two courses in this content area are designed to introduce students to the growth and development of the hospitality industry. Students will understand the scope and various segments of the hospitality industry and modern marketing techniques and concepts as they apply to the food, lodging, and travel industries.

Recreational Food Service Management

The course in this content area provides students with a comprehensive overview of the recreational foods segment of the food service industry, an understanding of career opportunities in that segment, the technical skills which are different from those of other segments, and the prerequisites for success in the field.

Nutrition

This content area introduces the student to the basic principles of nutrition and food supply. The central focus is on the relationship of food intake to the physical and mental well-being of the individual. Students are expected to be able to describe what constitutes a healthy diet, organic gardening, food additives, food fads, nitrification, nutrition labeling and nutrition needs for special groups.

3. Are there any areas of the "Required Knowledge and Competencies" which are not completely met by your program? If yes, describe.

Comparison of Culinary Arts Curriculum with ACFEI's Required Competencies

When compared with ACFEI's Required Knowledge and Competencies (See Exhibit 12), it was revealed that in areas of food preparation, menu planning, and marketing, competencies in the Culinary Arts curriculum exceeded those specified by the commission. There are two areas however where competencies are not completely met by the program. These areas are sanitation and bar management.

4. What are the general requirements for the certificate or degree from the institution offering the program?

A. What are the specific requirements for graduation from the program?

B. If program credit or hour requirements exceed those required by the state or institutional

accrediting body, what is the rationale?

General Requirements of the Culinary Arts Program

The Associate in Occupational Studies degree in Culinary Arts requires the completion of 22 courses. As shown on the Curriculum Worksheet (See Exhibit 13), each course earns three credits. The minimum credit hours required for graduation is therefore 66. Each student must also satisfy a 600 hour work experience in the hospitality industry (15 weeks, 40 hours per week, or equivalent part time), and must participate in a minimum of ten catering projects during their freshman year.

Specific Requirements for Graduation

In order to establish eligibility for graduation from the program, each student must complete an application for graduation. Students must meet each of the following academic requirements to be eligible to receive the degree:

1. Candidates must meet the program requirements in effect at the time of their matriculation and earn a cumulative Grade Point Average of at least 2.0.

2. Candidates must be matriculated in the program at least one semester prior to graduation, and must complete at least 30 credit hours at SCCC.

3. Candidates must be recommended for graduation by vote of the Faculty or be approved by the President of the college when the faculty vote is based on incorrect information.

4. Candidates for a degree must hold a high school diploma or its equivalent.

Comparison of Requirements with State Education Department Regulations

The credit hours required for graduation from the Culinary Arts program equal the maximum specified by New York State Education Department for an associate degree.

5. Describe how your courses correlate theory and actual practice in the lab.

Correlation of Theory and Practice in Lab Courses

The department believes that no other effort to define the quality and character of the program is nearly as important as the correlation between theory and practice. It is this feature that permits the department to make a unique contribution to the education and training of students.

To ensure that academic and applied experiences are interrelated to produce competent entry-level technicians, of the 22 courses required for graduation, 12 (55%) of them are laboratory courses. In these courses, 25 percent of instruction time is spent in the classroom while the other 75 percent is spent in the labs. Laboratory sessions supplement and complement classroom material; lectures are used to introduce concepts and theories, and laboratory sessions provide students with a controlled environment in which to practice and develop their understanding of these concepts and theories.

To enhance instructional lab experiences, students are involved in producing and serving full-course meals at

extensive catering events in the department's dining room and its two banquet rooms. Students are required to participate in at least ten of these functions gaining valuable, practical experience in organizing, planning and implementing actual banquets for non-profit organizations. Students are also involved in organizing and implementing banquets at nearby Glen Sanders Mansion.

6. How does the program provide flexibility to adapt to individual differences among students (e.g. honors programs, remedial instruction, peer tutoring, etc.)?

Addressing Individual Differences of Students

Essential to the success of the program is the involvement of students in learning experiences that capture their interest and fill their needs. As a community college, SCCC makes special provisions for access to its programs by a student body whose individual members come to the college unevenly prepared academically and with different personal educational objectives. This open door policy assures a wide range of academic abilities among students who enroll at the college; consequently, testing at admissions for the purpose of assessment and placement is done to accommodate this diversity. Students who have been away from formal schooling for some time or who experienced academic difficulty in high school are offered remedial courses in reading, writing, math and study skills. Developmental studies courses are not counted toward fulfillment of degree requirements for graduation.

Special workshops, available to all students, are offered throughout the year on study skills, time management, etc. Additionally, peer tutoring is available to all students free of charge.

The college's Learning Center and Math Lab are open day and evening and are available to all students needing assistance.

7. Discuss instructional techniques and/or strategies used in the program.

Instructional Techniques Used in the Culinary Arts Program

Instruction in the program is achieved through a combination of classroom and laboratory courses. Students gain practical experience in modern food labs which simulate real-life hotel, restaurant and dining room conditions.

The growth of the Culinary Arts program, with a concurrent effort to maintain academic excellence and at the same time be responsive to the educational needs of the students, has been a perennial challenge. Students enter the program with diverse prior educational experiences; consequently, instructors face the responsibility of teaching students who differ widely from one another in their preparedness, their habits and styles of learning, and their interests and motivations. Based on this reality, the department places particular emphasis on utilizing instructional techniques responsive to a diverse student body. In addition to lecturing, case study, discussion, demonstration, role playing, etc., the utilization of

learning technologies is seen as an important strategy for enhancing instruction and for involving students in the teaching-learning process. Such devices as motion pictures, slides, filmstrips, tape recordings, television, programmed instruction machines, computers, and satellite communications are utilized. Instructors recognize that in the classroom as well as in the labs, teaching must somehow help individual students meet the demands of college-level learning, while, at the same time, meet the student where he or she is.

8. Describe how audio-visuals and other resources are used to support the teaching program.

Use of Audio-Visuals

Audio-visual equipment, materials, supplies, and other resources are adequate to support the Culinary Arts program. (See Exhibit 14). In the media collection, there are 276 items supporting the program. They include:

3	Audiotapes
11	Filmstrips
62	16mm Films
30	Individual instruction kits
40	Slides
39	Uncatalogued Videos
93	Video Tapes

In addition to the collections and materials described above, the Learning Resource Center maintains specialized equipment to facilitate their use, such as microfiche and film reader-printers and a range of audiovisual equipment, including video cameras, players and monitors.

The resources described above are utilized on a regular basis by department faculty to support instruction.

9. Describe how career related employment and/or experience e.g. on-the-job training, externships, fellowships, cooperative training) provide the opportunity to practice at the professional level.

Opportunities for Students to Practice at the Professional Level

The AOS student seeks higher education because he or she is looking for particular jobs which will produce higher income and the benefits of a better life. The work experience requirement mentioned previously provides an opportunity for students to work in the food service industry and understand its language, technology and the state of its art.

Additionally, the college's Job Placement Services is expected to provide assistance to students in securing full- or part-time positions according to their career objectives through job fairs and on-campus recruiting.

A placement file is developed and maintained for each student. Students are also assisted in writing a resume and cover letter and interviewing techniques.

Various members of the department have been active in establishing relationships with a number of national, regional and local hospitality and travel organizations. The following is a partial listing of these organizations:

Disney World, Orlando Florida
Harry M. Stevens, Saratoga Race Track, Kentucky Derby

Glacier Park, Greyhound Foods, headquartered in Tucson, Arizona
Quality Food Management, Troy, New York
Omni Hotel, Albany, New York

The department will continue to take the initiative in expanding contacts and in improving communications with leading local, regional, and national business organizations in the hospitality industry.

The College's Work-Study Program provides part-time employment opportunities for students, particularly those from low-income families, who are in need of the earnings from part-time employment in order to pursue higher education. The department hires three work-study students each semester and provide them with valuable work experiences in its labs. The number of hours a student can work is based on the degree of financial need.

Additionally, in an effort to promote its programs and to ensure that its curriculum remains responsive to student and industry needs, the department has hosted a dinner for high school counselors for the past eight years. At this dinner, faculty discusses and shares information with the counselors regarding curriculum relevance and hospitality industry trends.

10. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEI Accrediting Commission Standards?

Major Strengths and Weaknesses

The major strengths of the Culinary Arts program lie in the curriculum's foundations in the practical and useful,

and in its relevance to current needs of students. The program emphasizes, not only student's cognitive development, as evidenced by what they know, but also on their affective development, as evidenced by the manner in which they perform in the labs and during actual catered functions (See Sanitation Procedures, Exhibit 15). Graduates, with their hands-on experience, possess competencies which make them especially valuable to the food service industry.

The major weakness of the program centers around the fact that the Culinary Arts curriculum contains no electives; every course acceptable for meeting degree requirements is specified, and students are given little opportunity to make substitutions. This rigidity of degree requirements sometimes hamper the department's ability to satisfy specific needs of a heterogenous student body. In an era of rapid technological change and scientific innovation, the absence of a course in computers may also be perceived as a weakness. However, since the curriculum is at the maximum of 66 credit hours allowable by New York State Education Department, to introduce such a course into the curriculum will require the elimination of one currently offered. Whether computer literacy should take priority over other competencies is a topic for future discussion.

11. How do you plan to utilize the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

Plans to Utilize Results of Self Study

Perhaps the most positive effect of the self assessment, as it relates to this section, was the role it played in encouraging the department to re-examine what is to be taught and more importantly, what is to be learned. This focus has already precipitated curriculum changes which have resulted in a greater degree of congruence between the program's educational objectives and the expectations of students. The course HOT 240 has been dropped from the Curriculum and will be replaced by a one-credit course in sanitation. This reduces the total credits by two but strengthens the curriculum by providing the instruction which will allow students to apply for Schenectady County's Food Handler's Certificate.

In response to the needs of those students who have expressed an interest in a career in culinary arts, but would also like to benefit from general education courses, the department is studying the feasibility of introducing an Associate in Applied Science degree in Culinary Arts.

SECTION E

FACILITIES

1. Describe how the facilities support the educational needs of the program. Your description should include equipment, classroom space, lab space, resources, faculty offices, etc.

Equipment and Facilities

There are seven fully-equipped labs providing a balanced variety of modern equipment utilized in the world of work (See Appendix C). Both gas and electric ovens provide students with the opportunity of learning to cook and bake using both energy sources. The department also has available for instructional purposes the Casola Dining Room that accommodates 100 and two banquet rooms: the Van Curler Room and the Mohawk Room that can accommodate 200 and 70 respectively.

Classroom Space

Classrooms are spacious, well equipped, and conducive to learning. Classrooms are housed in three buildings (See Table 5): the Begley has a capacity of 390; the Center for Science and Technology accommodates 102 students in four classrooms, and Elston, the original building, holds 1249 students.

Resources

The technological changes over the last decade have had a great impact on the changes in instructional resources at SCCC. Academic computing as a separate curriculum support.

TABLE 5 Seating Capacity of Classrooms

Building	Room Number	Capacity	Total
Begley	156	50	
	160	50	
	141	100	
	142	100	
	180	30	
	221	35	
	223	25	390
Center for Science and Technology	200	15	
	201	12	
	215	35	
	300	40	102
Elston	130	50	
	132	40	
	134	40	
	136	50	
	232	30	
	234	30	
	236	40	
	238	40	
	239	30	
	240	60	
	245	40	
	318	30	
	319	30	
	320	40	
	322	35	
	325	35	
	334	40	
	335	40	
	341	40	
	406	25	
	408	25	
	409	30	
	411	30	
	418	30	
	419	30	
	420	40	
	423	40	
	425	45	
	427	24	
	518	30	
	523	40	
	525	45	
	526	25	
	527	25	
	528	25	1249
			1741

area, was established in the Fall semester of 1983. Seven computer laboratories providing computer access through the college are available to students. Equipment includes three minicomputer systems of various kinds.

Computer hardware and software support a broad range of applications for the Culinary Arts student. Such applications are used in many courses for word processing in completing term papers and other assignments, database spreadsheets, reading, writing, and math skills, study skills, graphics, and customized applications.

Library and Media Materials

At SCCC, the Begley Learning Resource Center (LRC), recently designated as a New York State Documents Information and Access Center, functions as an integral part of the Culinary Arts program, and is considered central to the instructional process. The regular circulating collection of library books which specifically support the Culinary Arts program are cataloged in TX341 through TX895 of the Library of Congress Classification System. There are 2050 books in this collection covering such topics as: nutrition, food and food supply, cookery, dining room service. An estimated 375 additional books on these subjects are kept in the reference section of the collection.

The business oriented courses in the Culinary Arts curriculum, such as Organization and Management of

Hospitality Industry Personnel, and Labor Management Relations in the Hospitality Industry, are supported by about 1600 circulating and 150 reference books on business. Additional materials in support of these programs can be found in the periodical collection and vertical file. The Library subscribes to 43 hospitality and tourism journals including:

The American Wine Society Journal
Bon Appetit
Chocolatier
Cooperative Extension News
Cornell Hotel & Restaurant Administration Quarterly
Food and Nutrition News
Food and Wine
Food Arts
Friends of Wine
Gourmet
Hospitality and Tourism Educator
Hospitality Education & Research Journal
Journal of the American Dietetic Association
Lodging Hospitality
Modern Baking
Nation's Restaurant News
Nutrition Today
Restaurant Business
Restaurant Hospitality
Restaurant Management
Restaurant and Institutions
Wine Spectator

There are four specific indexes that provide access to the journals listed above.

Faculty Offices

Department faculty share offices in two of the four buildings on campus: Elston and Begley Halls. The Department Chairman has an office in Elston Hall with a reception area attended by a secretary. Faculty share offices in Begley and Elston Halls with a maximum of three

occupants. A faculty lounge is available in Elston Hall. Office space provided for the chairman and each faculty member is considered adequate for carrying out administrative, teaching and advisory assignments.

2. Describe procedures for maintenance and replacement of equipment.

Maintenance and Replacement of Equipment

Over the years, the department has exercised extreme care in choosing equipment of simple, functional, design that will yield maximum utility and durability, permitting easy operation, maintenance, and servicing, while promoting high sanitation and safety standards. All equipment in the labs are in harmony with the high sanitation and safety standards established by the department.

Equipment in the three original, as well as the four new labs, are designed to withstand normal wear and is thoroughly cleanable. Sharp edges and moving parts that may be hazardous are guarded and free from "surprise features" that may be the cause of injury to faculty, students, and staff.

Supervision of the maintenance, servicing, and replacement of lab equipment is under the direction of the Senior Technical Assistant. In making sure that the highest standards of cleanliness and sanitation prevail in the labs, all faculty and staff are constantly vigilant to ensure that safeguards are maintained, and that there is strict adherence to effective sanitary practices.

In all lab courses, students receive instruction in the proper cleaning, care and operation of lab equipment. Additionally, students are required to wash their hands prior to participating in lab activities. They must also handle, store and refrigerate food items to prevent spoilage and contamination. After each lab, instructors supervise students in the washing of dishes, glasses, utensils, and equipment, not only for thorough cleansing but also for practical sanitization of these items. Instructors adhere to strict enforcement of sanitation regulations of local and state boards of health.

3. Discuss program's use of Material Safety Data Sheet (MSDS) and its compliance to state and federal regulations.

Use of Material Safety Data Sheets

The protection of the health and safety of students, faculty, and staff, is integrated into all aspects of lab operations. Strict compliance with OSHA's regulations, and New York's Right to Know Law is emphasized. Furthermore, student workers are provided with two days of training concerning how to use, handle and store, the hazardous materials--primarily detergents--used in the labs. Copies of MSDSs are kept readily available in the office of the Senior Technical Assistant who supervises lab operations.

4. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEI Accrediting Commission Standards?

Major Strengths and Weaknesses

The department believes that its major strength lies in the lab experience it offers its students. The labs are the primary factors that distinguish the Culinary Arts program from similar programs. The college, housed in the former Van Curler Hotel, provides a unique, authentic, setting for culinary training. Over the years, care has been taken in expanding and developing well-equipped laboratories to provide students with the most up-to-date training.

The department recognizes two weaknesses relating to equipment and facilities. The first is the absence of a wine room and wine cellar for teaching and storing the wine for the Wines of the World class. The second weakness involves the inadequacy of balance scales, small pots, pans, and small utensils in labs. Each lab should be equipped with these items color coded for exclusive use in the particular lab.

5. How do you plan to utilize the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

Plans to Utilize Results of Self Study

The results of this section will be used for long-and short-term planning for the acquisition and maintenance of equipment. Also, the department will be even more diligent in demanding strict compliance with OSHA's regulations, New York's Right to Know Law and in making sure that the highest standards of cleanliness and sanitation prevail in the labs.

SECTION F

STUDENT SERVICES

1. State the criteria and policies established for admission to the program.

Admissions Criteria

The Division of Student Services is organized to provide maximum accessibility to the college through special services, activities, and financial aid (See Figure 4). The admissions function is coordinated by the Admissions Office headed by a Director. For admission to SCCC and to the Culinary Arts program, an applicant must hold a high school diploma or a General Equivalency Diploma.

Students are held responsible for knowing degree requirements, for enrolling in classes that fit into their program and for taking courses in the proper sequence to ensure orderly progression of work. Students are also held responsible for knowing college regulations dealing with scholastic probation (See page 34 of College Catalog).

2. What is the program's policy on accepting transfer credits?

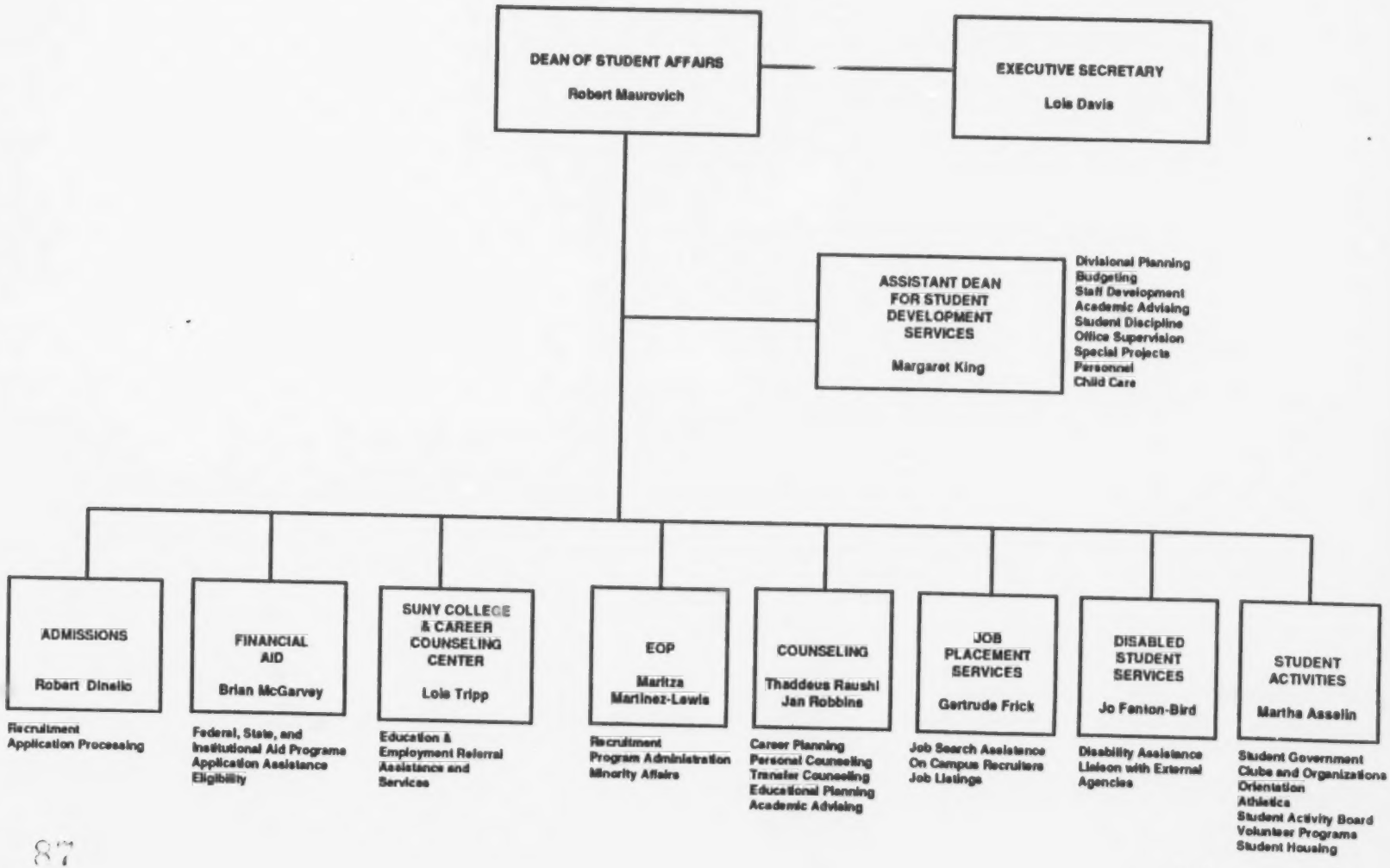
a. Does your program give advanced standing or credit by exam? If so, based on what criteria?

Accepting Transfer Credit

The college's philosophy of Full Opportunity also applies to transfer applicants. Additionally, applicants who wish to have previous college work evaluated for transfer credit must request that official transcripts from

FIGURE 4

DIVISION OF STUDENT SERVICES



previously attended colleges be sent directly to the Office of Access Services. Generally, courses to be considered for transfer must carry a grade of "C" or better from an accredited college. The Department Chairperson makes a determination regarding the applicability of transfer courses to the Culinary Arts program.

Policy Regarding Advance Standing and Credit by Exam

In many instances, prior learning obtained through experience can be documented and evaluated for credit through the development and assessment of a comprehensive portfolio. Adult students whose personal and professional experiences provide evidence of mastery of competencies in one or more content areas of the culinary arts curriculum, may submit a portfolio for assessment by the department faculty. The portfolio is reviewed and evaluated by faculty in the appropriate specialized subject area, who determine if and how much credit is to be awarded. The Department Chairperson makes final determination regarding the awarding of credit.

The Food Preparation I and Elements of Baking courses are waivable for students who have completed the Board of Cooperative Educational Services (BOCES) program in high school. To obtain credit, students must submit a letter of recommendation from his or her high school instructor.

3. Discuss the attrition and retention of students for the last five years or since its inception, whichever is less. What are the trends? What methods are utilized to increase retention?

Attrition and Retention of Students

The very nature of the community college curriculum is to respond to the life-long learning needs of its constituency. Accordingly, students come and go as their personal and career circumstances dictate. Culinary Arts students are no exception. Students come to the college from diverse backgrounds (See Exhibit 16), they in the program with many different intentions, some of which do not necessarily include the attainment of a degree. Some enroll to gain specific knowledge and skills, some to explore a new interest while others enroll to transfer to a four-year institution. This variety of educational goals makes it difficult to obtain and interpret retention data; consequently, the program's attrition and retention statistics must be viewed within this scenario. The program's attrition rate should not be considered a negative reflection on the department's ability to meet students' needs.

Graduation and retention ratios of Culinary Arts students over the past four years (See Table 6) shows the highest graduation ratio involved the 66 students entering in 1987. Twenty-six of these graduated two years later resulting in a 39.4 percent ratio. It should be noted however, that three of these students who did not graduate were still enrolled. When these three students are considered, the retention ratio is 43.9. These ratios,

TABLE 6

Graduation and Retention Ratios

of AOS Degree in Culinary Arts , 1987 to 1991

Year	Freshmen Entering Fall Term	Graduates Two Years Later Number	Graduates Two Years Later Ratio	Students Still Enrolled	Graduates and Students Still Enrolled Number	Graduates and Students Still Enrolled Ratio
1987	66	26	39.4%	3	29	43.9%
1988	58	21	36.2%	4	25	43.1%
1989	47	13	27.7%	10	23	48.9%
1990	80	28	43.8%	6	34	42.5%
1991	70	N/A	--	50	50	.0%
1992	106					

though apparently low, compare well with the national average of around 20 percent for community colleges. The lowest graduation ratio involved the cohort of 58 students entering in 1988. Twenty-one of these graduated two years later resulting in a 39.4 percent ratio. Four of these students who did not graduate were still enrolled. Including those who were still persisting, the retention ratio was 43.1., over twenty points above the national average.

Retention policies and procedures utilized by the department are essentially the same as those practiced by

the institution as a whole. These include:

A. New student assessment and advisement sessions where students academic skills are assessed to ensure proper placement into required courses.

B. Advisor identification which occurs early in the entering semester, and where a faculty member from the department is assigned as the students' academic advisor.

C. Early warning system where students receiving F or D grades or whose attendance is unsatisfactory are sent a warning immediately after midterm examinations notifying them that they are in academic jeopardy. The student's advisor receives a copy of the warning notice for advisement purposes.

D. Advance registration where students may develop an appropriate schedule well in advance of the next semester.

Student retention is based on meeting college criteria for pursuit of program. This means that depending on the number of credits attempted, the student must successfully complete a stated number earning a minimum Grade Point Average. These criteria are explained on page 34 of the college catalog.

If a student is dismissed from a program, he/she can appeal that decision to the college's Readmission Committee. A form must be completed by the student following discussion with a member of the Academic Advisory Center staff. The committee will review the reasons for the student's poor performance and any evidence of academic progress. If a student is readmitted, he/she will be told the criteria that must be met the next semester and may be advised to meet

with a counselor or academic advisor.

Student dismissal from the Culinary Arts program comprises approximately 10 percent of the dropouts. Voluntary departure makes up the remaining 90 percent. These may include students who never intended to complete a degree, students who accepted a job before completing degree requirements, students experiencing financial hardships, lack of maturity, family obligations and pressures, or ineffective study skills.

4. Include all publications having to do with the program, including catalogues, brochures, advertisements, etc.

Publications Used in the Program

These are submitted separately as Exhibit 20.

5. Discuss and include evidence of student involvement with curriculum review and evaluation.

Student Participation in Curriculum Review

Student involvement in curriculum review is achieved through student membership on the Curriculum Committee. The Curriculum Committee, one of the college's standing committees, considers all changes to existing courses or programs, as well as proposals for new curricula. The student member, with full voting rights, is free to bring proposals to the committee for consideration.

6. Describe grading procedures in lecture and lab classes.

Grading Procedures in Lecture and Lab Courses

The department has adopted procedures for regular and periodic review of students' performance and progress. At

the first session of each course, the instructor gives each student an outline (See Exhibit 17) which includes how learning will be evaluated, what criteria the instructor will use to determine grades, and the weight to be given to various aspects of student work in determining the final grade for the course.

Lab grades are influenced, not only by the successful completion of lab assignments, but also by students' attendance and compliance with laboratory standard operating procedures, including adherence to dress code, proper grooming, and inter-personal behavior. A student's practical experience in the lab accounts for 75 percent of his or her grade. Test scores account for the other 25 percent.

In classroom courses, differences do exist in the instruments used to measure student performance. Some instructors use "objective" examinations, primarily of the true/false and multiple choice variety while others use essay questions to give students practice in organizing their ideas, expressing their thoughts and thinking through solutions to problems.

Depending on the individual practice of instructors, course grades may also be influenced by a student's class attendance, term papers, group or individual classroom presentations, field trips, lab assignments, and performance on written work. When multiple sections are being taught by

more than one instructor, however, the department maintains uniformity in grading practices by using standard exams for all sections.

Notwithstanding the testing method used, instructors, recognizing that grading procedures can be a source of confusion, dissatisfaction, and frustration for students, make every effort to see that evaluations of students' progress are fair and accurate.

The following grades are assigned by instructors and carry the grade points indicated.

Grade	Grade Meaning	Grade Points
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
FX	Failure (Attendance Related)	0
I	Incomplete	0
W	Withdrawal	0

The "Incomplete" and "Withdrawal" grades are not counted in determining student's grade-point average.

At the end of the seventh week of classes in a regular semester, warning grades are submitted to the Director of Academic Services by all teaching faculty for all students performing below the "C" level. Students are notified by mail.

7. Describe the procedures of the program regarding student grievances.

Resolving Student Grievances

Following is the formal three-stage structure for resolving student grievances at SCCC:

Initial Stage

A student who believes that he or she has been treated unfairly by a faculty member regarding an academic matter should meet with the faculty member to discuss the matter.

Department Chair Stage

If after meeting with the faculty member, the student does not believe the problem is solved, he or she should meet with the department head. If the faculty member is also the department head, the student should meet with the Dean of Academic Affairs.

Academic Dean Stage

If the matter is not resolved to the satisfaction of the student after meeting with the faculty member and the Department Chair, the student may submit the grievance to the Dean of Academic Affairs.

In the case of student grievances involving allegations of sexual harassment, the student will file a complaint with the college's Coordinator of Personnel. The policy and procedures for resolving such complaints are submitted as Exhibit 18.

8. What opportunities for professional interaction are available for students? (membership in professional associations, field trips, guest speakers, etc.)

Opportunities for Professional Interaction

Students are provided with opportunities to attend seminars, conferences, and other opportunities for exposure

to professionals in hospitality and other related disciplines. Among these are attendance at food shows sponsored by local suppliers in the Capital District, and regional food shows in Boston and New York City.

Faculty bring to the campus key personnel from a variety of government agencies, businesses, and other organizations. These guests bring a wealth of experiences to share with students. A partial listing of recent guest speakers includes:

Jim Bigley, President, Quality Food Management, Troy
Albert Kumin, Master of Chocolate, Former Chef, White House, Washington D.C.
John La Posta, Executive Chef, Cranberry Bog, Albany
Susan Marsh, Sous Chef, Grand Floridian, Walt Disney World, Orlando, Florida
Rick Pestina, Executive Sous Chef, Epcot Center, Walt Disney, Orlando, Florida
Pat Rocco, Retired Chef, New York State Governor's Mansion
Don Cipel, President/Owner, Midon Corporation, Burger King, Boston Chicken
Marv Zepf, Management Assistant Officer, Small Business Administration
John Harasty, Executive Chef, Harry M. Stevens, Church Hill Downs

9. What are the provisions for students when they are assigned to laboratory facilities away from the institution? (e.g. travel, support services, etc.)

Off-Campus Supervision of Students

Students are provided with a number of off-campus opportunities to apply the knowledge and skills acquired in the classrooms and labs or to observe demonstrations by professional culinarians. Among these off-campus laboratory experiences are ACF sanctioned functions such as the Cornucopia Food Show and other food shows and demonstrations

in the Capital District. Other off-campus laboratory experiences involve students recruited to work at such events as the Kentucky Derby and locally at the Annual Glen Sanders Mansion Dinner--a function attended by approximately 200 people that is arranged and implemented by students. At each of these off-campus functions, students are closely supervised by department faculty.

10. Describe the counseling and health services available to students.

Counseling and Health Services

A full range of counseling services is provided through the office of student Development Services and includes career counseling, educational counseling, personal counseling and transfer counseling. Office hours are 8:30 a.m. - 8:00 p.m. Mon-Thurs and 8:30 a.m. - 4:30 p.m. on Friday. The career counseling program is enhanced through the use of Discover, a computerized career guidance program.

SCCC does not have a health service on campus, but instead, relies on the city paramedics. Health education is provided through special programming and printed information developed and coordinated through Student Development Services and the AIDS Education Coordinator.

11. Describe any scholarships programs available to students in this program.

Scholarships

Scholarship funds available to deserving and eligible Culinary Arts students are obtained from civic-minded

persons and organizations, including alumni, associations, businesses, foundations, and friends. Scholarships vary in amounts from $100 to full tuition, and are offered as a means of extending opportunities for students who show scholastic promise and financial need. The Following is a partial listing of the scholarships available to Culinary Arts students:

Casola's Cooks Scholarship
Harry M. Stevens Scholarship
McDermott Food Brokers Scholarship
NYS Association of Hospitality and Tourism Scholarship
Old Shaker Inn
Quality Food Management Scholarship
Midon Corporation Scholarship

12. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEI Accrediting Commission Standards?

Major Strengths and Weaknesses

The major strength of the Culinary Arts program as it relates to this section may also be considered one of its major weaknesses. Because of the occupational or practical nature of the curriculum, the program has special appeal to the non-traditional student who urgently seeks a career change or career upgrading. The program, because of its absence of a general education requirement, is particularly attractive to veterans, retirees, displaced homemakers, the unemployed, and "empty nesters."

In addition to the age, intellectual, and maturity levels of these students, instructors must be particularly sensitive to the activities and responsibilities which these

students undertake in addition to their class schedules. These can include part-time or full-time employment, family responsibilities, and involvement in civic and campus activities. These activities may add or cause stress, which may impede learning and often leads to a student's withdrawal. The alert instructor, aware and sensitive to these demands, can often minimize this stress with a little flexibility without compromising standards.

Additionally, because many of these students have marketable skills derived from a previous career, they often inflate the attrition rate of the program by obtaining jobs in the food service industry after completing one or two semesters.

13. How do you plan to utilize the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

Plans to Utilize Results of Self Study

This section has served as a reminder that as a community college taking pride in our open door policy, we at SCCC must be continuously alert to our responsibility to place students in courses and programs consonant with their abilities and aspirations. This section will be used as a reminder that students are our reason for being. That their respect and treatment must always be of paramount concern. That they are our customers, and that we have an obligation to see that they receive as much assistance as possible to ensure success.

SECTION G

SUMMARY

1. Summarize the major strengths and weaknesses of your program in comparison to the ACFEI Accrediting Commission Standards identified through this Self-Study?

Summary of Strengths and Weaknesses of Culinary Arts Program

This self study contributed to an objective system of monitoring the Culinary Arts program. It encouraged identification of strengths and weaknesses and fostered the process of change which results from sound assessment. The activity also engendered plans to implement changes to increase the program's effectiveness.

To summarize the major strengths of the Culinary Arts program, it must first be acknowledged that the program is being offered by a stable institution that has effectively organized its human, financial and physical resources into educational and other programs so that it is accomplishing its mission. Likewise, the Hotel, Culinary Arts and Tourism Department is accomplishing its purposes that are consistent with the mission of the college. Additionally, a major strength that distinguishes the Culinary Arts program from similar programs is the fact that the college is housed in a former hotel, providing a unique, authentic, setting for culinary training.

A major strength of the program lies in the curriculum's foundation in the practical and useful, and in its relevance to current needs of students. The program emphasizes not only student's cognitive development, as evidenced by what they know, but also on their affective development, as evidenced by the manner in which they perform in the labs and during actual catered functions. Graduates, with their hands-on experience, possess competencies which make them especially valuable to the food service industry. Feedback from alumni has been consistently positive (See Exhibit 19).

When compared with ACFEI's Required Knowledge and Competencies, it was revealed that in areas of food preparation, menu planning, and marketing, competencies in the Culinary Arts curriculum exceeded those specified by the Commission. There are two areas however where competencies are not completely met by the program: sanitation and bar management. The recent submission of a one-credit course in Sanitation to the college's Curriculum Committee will partially address these deficiencies.

Another weakness is the ineffectiveness of the Career Placement Office in providing graduates with the necessary assistance to get started in their careers. Most, if not all, placement comes from within the department. The department believes, and strongly recommends, that its growth warrants the creation of a staff position whose

duties will involve identifying and executing initiatives regarding internship and career opportunities for students and graduates of the department. Duties will also involve a full range of fund-raising activities directed at corporate, foundation, and individual sources.

Another weakness of the program is the fact that in recent years, the department has been unable to attract racial minorities to its professional ranks. This has been due primarily to the shortage of qualified minority students completing programs within the department. Since the primary source of recruitment has been its graduate pool, the department has been unsuccessful in its minority recruitment efforts. The department is optimistic in this area, however, since in recent semesters, the college's outreach program has resulted in increased enrollment of minority students who are adequately prepared for college. Consequently, the department is hopeful in filling future vacancies with qualified minority candidates.

Another area of concern relating to faculty is the ratio of full-to part-time. Of the 21 instructors in the program, ten (48 %) are part-time. Although adjunct faculty members are highly qualified in their area of specialty and bring a wealth of experience to their classroom activities, the department hopes to reduce its dependence on part-time personnel.

A weakness of the program relating to the curriculum, centers around the fact that there are no electives; every course acceptable for meeting degree requirements is specified, giving students little opportunity to make substitutions. Also, the absence of a course in computers may also be perceived as a weakness.

2. How do you plan to utilize the results of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

Plans to Utilize Results of Self Study

Self assessment is basic to the department's goal of improving the efficiency and effectiveness of its program offerings. The department's emphasis on quality in its programs requires sustained review of current and planned practices. The self knowledge gained as a result of the self study has not only furthered the department's goal of educational quality, but has provided valuable information for planning. The department plans to utilize the results of the self study as an integral part of long- and short-range plans for the program to build upon its strengths, and to establish innovative ways to strengthen its weaknesses thereby enhancing its effectiveness.

The Culinary Arts program is now in its thirteenth year. During this period, the program has undergone several changes in response to food service industry needs. The department will continue to adapt the curriculum to new educational needs as they appear on the horizon.

3. Describe the process by which this Self-Study was prepared.

Process of Preparing the Self Study

The process of delineating, obtaining and reporting information to satisfy this self study was undertaken with care and attention to detail. The methodology was designed to involve as many of the department's faculty and staff as possible at each phase of the report's development. Information-gathering procedures were chosen and implemented in ways that assured that the interpretations arrived at were valid for the given use, and that information was fair in its presentation of strengths and weaknesses of the Culinary Arts program, so that strengths can be built upon and problem areas addressed.

Basically, the function of gathering information to address self-study questions involved gathering four different types of information: college specific, department specific, program specific, and student specific.

College-specific information was obtained from the Associate Dean of Institutional Research and through the examination of a number of documents including: Middle States and New York State Education Department Self Study Reports, planning documents, and the college catalog.

Department-specific information was obtained through surveys and interviews with the Department Chair, and faculty and staff. Information was also gathered through discussions at department meetings.

Program-specific information was collected through scrutiny of the college catalog and advisement manual. Program-specific information was also gathered using the same methods utilized in gathering department-specific information.

Student-specific information was compiled from data supplied by the Registrar, the Department Chair, the Associate Dean for Institutional Research, and the Career Placement Director.

The task of gathering enough information of such scope and selected in such a way as to provide adequate, convincing, answers to the self-study questions, was accomplished by first carefully analyzing the descriptive and judgmental information to ensure supportable conclusions that would provide appropriate responses to questions. These responses were carefully examined by the members of the Self-Study Committee, then by the Department Chair.

a. Who was involved in reviewing the program in preparation for this Self-Study?

Preparation of the Self Study Report

After several preliminary revisions, a draft of the report was distributed to every full- and part-time faculty member in the department for his/her input. They were asked to comment on the entire document, but members were assigned in groups to focus their comments on specific sections. After suggested changes were incorporated into the report, a second draft was distributed to the department faculty.

Subsequently, a department meeting was held for a final discussion of the revised draft report. The report was approved at this time.

b. Who compiled the document and identified strengths and weaknesses?

Who Compiled the Self Study Report

Technical Specialist, John Gepfert, compared ACFEI's competencies with those of the program, he also compiled faculty data sheets, gathered data from various sources on campus and collected exhibits to accompany the report.

The primary researcher and writer for the report was Dr. Ervine Crawford, a professor in the department.

c. Who reviewed the Self-Study once it was completed prior to submission to the ACFEI Accrediting Commission?

Review of the Self Study Report Prior to Submission

After the report was approved by the department faculty, it was submitted to and was approved by four individuals: the President of the college, the Dean of Academic Affairs, the President of the local chapter of the American Culinary Federation, and the President of the Capital District Restaurant Association.

4. What does accreditation by the Accrediting Commission of ACFEI mean to your program?

Meaning of ACFEI Accreditation to Culinary Arts Program

Accreditation of the Culinary Arts program by the Accrediting Commission of ACFEI will provide status in that it will show that the program has met established standards

of evaluative criteria of a respected national organization.

The department recognizes that regional accreditation by Middle States focuses on the institution as a whole, and that State Education Department licensing means that minimum acceptable institutional standards are met and maintained; however, accreditation by the Commission would assure the department that the Culinary Arts program has clearly defined and appropriate objectives acceptable to the profession, and that the department maintains conditions under which achievement of these objectives are being met.

Accreditation by the Accrediting Commission of ACFEI would also mean that the department will receive assistance in upgrading the quality of the program through review of its strengths and weaknesses of the program's curriculum, resources, and instructional methods. This is seen as an important means of providing prospective students with assurance of the program's merit.

Accreditation by the Commission is also perceived as important because of the mobility of graduates to other states; it will serve to facilitate the transfer of students to other institutions. Furthermore, the national recognition the program will receive will serve to enhance the prestige of the program providing an added credential for graduates seeking employment in states where SCCC is not known.

APPENDIX A

Department Chair's Letter to Prospective Students

APPENDIX A

Department Chair's Letter to Prospective Students

SCHENECTADY COUNTY COMMUNITY COLLEGE

78 Washington Avenue, Schenectady, New York 12305 (518) 346-6211

STUDENTS INTERESTED IN CULINARY ARTS

Dear Prospective Student:

The members of the Department of Hotel, Culinary Arts and Tourism are pleased that you are interested in the **Culinary Arts** program at Schenectady County Community College. This program will provide you with the practical, as well as theoretical knowledge, to be successful in the hospitality industry.

Your education at SCCC will prepare you for immediate employment in the world of culinary arts. Through our association with the American Culinary Federation, you are encouraged to become a junior member and participate in the activities of the Capital District Chapter. At SCCC, you will receive the personal attention of our faculty. We are most proud of the fact that we teach individuals, not classes. At SCCC, you will be known by name and not your social security number.

In our seven new food labs, you will be preparing everything from appetizers to flaming desserts. In addition, on-campus banquets and an a la carte luncheon restaurant, provide practical experience. Your education is rounded out with restaurant management courses.

Our excellent faculty of culinary, hotel and restaurant experts have had extensive educational training. In addition, every one of them have practical knowledge obtained from working in management or culinary positions in the hospitality industry. If you have any questions about the hospitality industry; ask them. From managing the infield at the Kentucky Derby to catering for the people who might be featured on "The Lifestyles of the Rich and Famous," they have done it all!

We also offer unique work experience programs with Walt Disney World, Kentucky Derby, Marriott Marco Island, Glacier National Park and Quality Food Management. As part of our degree requirement, you have to complete 600 hours of work experience in the hospitality industry. Just think, next January when it is two below zero and a foot of snow on the ground, you may be heading to Florida to work while earning some college credit!

I look forward to meeting you on campus. If you have any questions, please call me at 518-346-6211, Ext. 190. Come and join the excitement of the hospitality industry!

Sincerely yours,

Anthony J. Strianese

Anthony J. Strianese, Chairman
Department of Hotel,
Culinary Arts and Tourism

AJS/r

APPENDIX B

Work Experience Requirement

APPENDIX B

Work Experience Requirement

Purpose of the Work Experience Requirement

The purpose of the **Work Experience Requirement** is to enable students to develop knowledge, skills, and attitudes necessary to succeed in the vastly expanding hospitality industry. The requirement enables students to apply concepts and skills, acquired in the classroom and labs, to real-life situations which are in keeping with their own interests and abilities. The **Work Experience Requirement** promotes career development through the acquisition of occupational skills and through the awareness of future career opportunities and possibilities. Additionally, students gain an understanding of the requirements of employment, enabling them to function more efficiently and effectively upon graduation.

Students Required to Participate

Students pursuing the Associate in Applied Science (AAS) in Hotel and Restaurant Management, and the Associate in Occupational Studies (AOS) in Culinary Arts, must satisfy the **Work Experience Requirement**. Students failing to successfully meet the requirement will not receive a diploma.

Duration of the Work Experience Requirement

Students are required to complete 600 hours work experience in the hospitality industry (15 weeks, 40 hours per week, or equivalent part time). The requirement may be met in one of the following ways:

1. Summer employment in a restaurant, hotel, or institutional food service establishment;

2. An internship at Disney World or at some other internship approved by the department;

3. Part-time employment during the academic year;

4. Prior work experience, verified by a previous employer in the hospitality industry.

Responsibility for Securing Work

It is the student's responsibility to secure appropriate work to satisfy the **Work Experience Requirement**. Students may utilize the services of SCCC's Job Placement Services to obtain job leads and assistance in the areas of resume writing, job hunting and interviewing techniques.

To provide students with an opportunity to explore career options, and to allow for flexibility and maximum benefit, work experiences with more than one employer may be added together to meet minimum expectations. Although work experiences may be arranged without payment to the student, it is expected that students will be compensated and will receive benefits in line with other employees in comparable positions.

Employer Report

It is recommended that work experiences be chosen carefully by students in light of their needs and career objectives. Students are expected to meet acceptable standards of performance set by their employer. Students failing to meet these standards may be denied being credited for the work performed. Students are required to have the **Employer Report** completed by his or her employer.

Student Report

Students wishing to be considered for graduation at the close of the Fall Semester must submit completed **Student and Employer Reports** to his or her faculty advisor not later than October 15th of their final term. The deadline for students wishing to be considered for graduation at the close of the Spring semester is February 15th of the student's final term. Students are encouraged to submit these reports as soon as possible after completion of the work experience.

12/92

SCHENECTADY COUNTY COMMUNITY COLLEGE
Hotel, Culinary Arts and Tourism Department
Work Experience Requirement: Student Report

Name of Student: _____ S/S_____--_____--_____

Address_____ City_____ State_____ Zip _____

Degree: Associate in Applied Science (AAS), Hotel and Restaurant Management ___
Associate in Occupational Studies (AOS), Culinary Arts ___

When do you expect to graduate? Semester:_____ 19_____

Have you applied for graduation? Yes___No___Who is your advisor?_____

Company or Institution Where You Worked:_____

Address:_____

City:_____State_____Zip _____Phone: (_____)_____

Immediate supervisor:_____His/Her title_____

What was your job title?_____

When did you work for this employer? From:_____To:_____

Number of weeks worked:_____Hours per week:_____Total Hours_____

Would you recommend this establishment as a suitable place for future students to satisfy their Work Experience Requirement? Yes__ No__ Explain_____

_____

_____

What knowledge, skills, and abilities, acquired at SCCC, were most helpful to you in completing your job assignments?_____

_____

What knowledge, skills, and abilities, needed to successfully carry out your duties and responsibilities, **were not** included, or **not** stressed enough, in your education and training at SCCC?_____

_____

_____

I certify that the above information is true and accurate to the best of my knowledge.

Student's Signature_____ Date:_____19_____

12/92

SCHENECTADY COUNTY COMMUNITY COLLEGE
Hotel, Culinary Arts and Tourism Department
Work Experience Requirement: Employer Report

This section to be completed by employee/student

Name of Student: _____ S/S_____--_____--_____

Job Title:_____ Company or Institution:_____

Instructions to the Employer: Please take a few minutes to evaluate the work performance of the employee identified above. This information is required to determine if the employee has successfully completed the work experience requirement for his/ her degree in Hotel and Restaurant Management or Culinary Arts. Please complete the evaluation by checking the rating that best describes the employee's job performance.

Evaluation Criteria	Excellent	Good	Average	Unsatisf'ry
Quality and accuracy of work				
Relationships with customers				
Relationships with fellow employees				
Accepting constructive criticism				
Attendance and punctuality				
Willingness to accept responsibility				
Job skills and abilities				
Following Orders				
Personal Appearance				
Ambition (Willingness to work)				
Overall rating				

Additional comments: Please give narrative summary of employee's strong and weak points and offer suggestions for improvement (Use reverse side if necessary)._____

_____

_____

Employee/student worked for you from:_____ to:_____

Completed by:_____ Title:_____
Signature

Employee/Student:_____ Date:_____ 19_____
Signature

Recommended for approval:_____
Signature, Faculty advisor

Approved:_____ Date_____ 19_____
Signature, Department Chair

12/92

APPENDIX C

Equipment Inventory

APPENDIX C

Equipment Inventory

Laboratory Name Courses Taught Number of Stations	Instructor/s	Equipment	No. Of Students Per Lab
Food Preparation Lab Food Preparation I Food Preparation II (12 Stations)	D. Brough S. Hatalsky S. Larkin R. Verrigni	13 Two-burner top electric ovens 1 Domestic oven 1 Two-bay produce sink with garbage disposal 1 Hand sink	18
Quantity Foods Lab Quantitative Foods I (8 Stations)	S. Hatalsky P. Hiatt C. Phillipi	12 Two-burner top electric stove 4 Electric ovens 1 Electric broiler 1 Deep fat fryer 6 Eight-ft work tables 1 Double-deck convection oven 1 Steam Jacket 1 Ten-quart steam kettle 1 Forty-quart steam kettle 1 Six-quart mixer 1 Braiser 1 Ice maker 2 Roll-in coolers 1 Two-bay produce sink with garbage disposal 1 Three-bay pot sink with garbage disposal 1 Hand sink	18
Baking Lab Elements of Baking (7 Stations)	D. Blowers L. Goldstock S. Hatalsky P. Hiatt P. Krebs	5 Balance beam scales 6 Twelve-quart mixers 1 Thirty-quart floor mixer 1 Roll cutter 4 Proof boxes 1 Rotary oven 2 Double-deck convection ovens 1 Fryolator	18

APPENDIX C (Continued)
Equipment Inventory

100

Laboratory Name Courses Taught Number of Stations	Instructor/s	Equipment	No. of Students Per Lab
Baking Lab (Continued)		1 Electric range fryolator 1 Three-door reach-in cooler 1 Two-bay produce sink with garbage disposal 1 Three-bay pot sink with garbage disposal 1 Hand sink	
Classical Pastry Lab Classical Pastry Shop Operations I Advanced Dessert and Pastry (8 Stations)	P. Krebs	2 Triple-deck ovens 2 Six-burner gas Vulcan ranges. Oven underneath 2 Proof boxes 2 Double-deck convection ovens 7 Twelve-quart mixers 2 Fryolators 1 Roll cutter 1 Two-door reach-in cooler 1 Two-door reach-in freezer 1 Two-bay produce sink with garbage disposal 1 Three-bay pot sink with garbage disposal	18
Classical Cuisine Lab Classical Cuisine I Classical CuisineII (10 Stations)	D. Brough R. Verrigni	10 Four-burner gas stoves with oven and sink 1 Two-door reach-in cooler 1 Two-door reach-in freezer 1 Two-door roll-in cooler 3 Fryolators 1 Double deck convection oven 1 Island station with sink 1 Ice machine 1 Two-bay produce sink with garbage disposal 1 Two-bay pot sink 4 Baker's balance scales 6 Pasta makers	18

APPENDIX C (Continued)
Equipment Inventory

Laboratory Name Courses Taught Number of Stations	Instructor/s	Equipment	No. of Students Per Lab
Buffet Catering Lab Principles of Buffet Catering I Principles of Buffet Catering II	J. Gepfert	3 Four-burner Vulcan gas stoves with oven 1 Two-door reach-in cooler 1 Two-door reach-in freezer 2 Fryolators 1 Braiser 2 Twelve-quart steam kettle 1 Double deck convection oven 1 Commercial food processor 1 Ice machine 1 Two-bay produce sink with garbage disposal 1 Three-bay pot sink with garbage disposal 1 Twelve-quart mixer 1 Meat slicer 1 Ice Machine	18
Dedicated Kitchen		1 Two-door reach-in refrigerator 2 Fryolators 6 One-burner gas ranges with ovens 1 Gas broiler 1 Convection oven 1 Steamer 1 Double-door reach-in cooler 1 Two-bay steam tables 1 Cold sandwich unit 1 Five-burner coffee machine 2 Soup warmers 1 Five-drawer bun warmer 1 Two door refiger-ted display case	